NETWORKS OF TRANSFORMATIVE RESISTANCE: HOW COMMUNITY COLLEGE EDUCATORS SUPPORT STUDENTS WITH AN UNDOCUMENTED STATUS

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DEDICATION

To Dulce, a 7th grader with an undocumented status who taught me
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To the late Shawn Graham.
Your spirit forever lives on in this struggle.

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ABSTRACT

Students with an undocumented or DACA status continue to fight for access to higher education across the U.S. Their struggle is particularly courageous in Arizona, where these student populations are forced to pay nonresident tuition and subjected to laws that separate, detain, and deport immigrants with an undocumented status. Student Services Professionals (SSPs) at community colleges, where most students with an undocumented status attend, can support or block these student populations from accessing college because of their roles in recruitment, orientation, and retention. In contrast to literature that centers educators' individual work to support students with an undocumented or DACA status, I seek to understand how community college SSPs use social networks to support these student populations in Arizona.

I conducted a qualitative case study design that centered SSPs' social networks. I grounded my methodological approach in Social Network Analysis (SNA) which helped visualize individuals and strength of relations in SSPs' networks. I used the Critical Agency Network Model (Kiyama, Lee, & Rhoades, 2012) and concept of transformational resistance (Solórzano & Delgado Bernal, 2001) in the conceptual framework that guided my research.

My findings indicate that to be in a network which supports students with an undocumented or DACA status, network actors must show visible and explicit support for the students. Networks are built among actors who have strong ties based on trust and a shared resistance to policies harming these student populations. Networks, especially with actors external to the college, offered places of support, care, and knowledge sharing for SSPs. The more SSPs were engaged in transformative resistance efforts in their networks, the lower they perceived their personal risk in supporting students with an undocumented or DACA status.

CHAPTER 1: INTRODUCTION

Over 100 training participants listened to a speech by the keynote speaker, a leader in the U.S. migrant justice movement and immigrant with an undocumented status[1]. Some participants worked in K-12 institutions across Arizona and many were Student Services Professionals (SSPs) and faculty at Arizona's community colleges and universities. The speaker explained it was essential for the educators to attend this conference where they learned strategies on how to better support the needs of students with an undocumented or DACA[2] status and their families. She held the educators accountable with her narrative and description of personal experiences by stating, "We welcome and thank you for being here, but we're also wondering where have you been? What took you so long?" (Conference speaker, 2017)[3]. Her words highlighted an urgency to show up and support students with an undocumented or DACA status in their journeys to attaining a higher education. Like the speaker, thousands of youth and students with an undocumented status continue to push for grassroots change on our campuses and in communities across the U.S. As youth and students with an undocumented status fight for equity and justice, many higher education professionals find ways to support these student populations' struggles for an education (Lindsey, 2013). This includes SSPs who are at the frontlines of either supporting or denying access to resources at higher education institutions, especially community colleges. While some scholars continue to focus on the need for youth with an undocumented status to access higher education, little is known about this student population's completion and

[1] I use the phrase "with an undocumented status" throughout my study because it best describes the type of immigration status a government places on a person. I use a similar phrase when describing people with a DACA status. The phrase was established by Liliana Campos.
[2] DACA refers to Deferred Action for Childhood Arrivals, a program established in 2012 to grant qualified youth with an undocumented status with temporary relief from deportation, a work permit and social security number. (Immigration Policy Center, 2012).
[3] I removed the name of the conference keynote speaker to protect their identity.

graduation rates from colleges and universities across the U.S. If students with an undocumented or DACA status do not attain their higher education goals, it can not only limit their access to better paying jobs, but may hinder their ability to access a pathway to residency (Gonzales, Roth, Brant, Lee, & Valdivia, 2016). Our federal and state governments established connections between immigration and education within their enacted and proposed policies. This is particularly true for community colleges. Like many U.S. college students, students with an undocumented or DACA status usually attend community colleges (Jauregui & Slate, 2009; Teranishi, Suárez-Orozco, & Suárez-Orozco, 2011). Historically community colleges served minoritized populations, including students with an undocumented or DACA status who may not qualify for, be able to afford, or choose not to attend universities (Olivérez, 2006). Therefore, it is important to understand how SSPs at community colleges support students with an undocumented or DACA status, who make up approximately two percent of all college students in the U.S. (Suárez-Orozco et al., 2015). While many scholars have sought to understand the educational needs of students with an undocumented or DACA status and their access into U.S. higher education institutions, less attention has been paid to the SSPs and their networks in which they work to support students with an undocumented or DACA status. These networks are groups of interdependent actors in relationship with each other (Clarke & antonio, 2012) and are critical to helping students with an undocumented or DACA status enroll and thrive in college.

Statement of the Problem

By examining the potential networks of SSPs at community colleges where most students with an undocumented or DACA status attend, my research expands on current literature and provide more accurate tools and collective strategies for SSPs who work with students with an undocumented or DACA status. Since 2001, governments, higher education governing boards or

individual institutions in 30 states established a tuition equity policy or law that impacts access to higher education for youth with an undocumented status (United We Dream, 2014). While some state policies grant students with an undocumented or DACA status access to lower tuition rates or financial aid, others ban their enrollment (Gildersleeve, 2010). Granting access to in-state residency tuition and public financial aid through these policies will impact youth with an undocumented status who want to enroll in college, and the policies will impact higher education institutions that students with an undocumented or DACA status choose to attend. Often, institutions must adjust their policies in order to comply with legislation, which may increase the number of students with an undocumented or DACA status who enroll (Flores, 2010). As a result, some SSPs are tasked with managing or implementing the policies in order to meet the needs of students with an undocumented or DACA status. Previous scholars have noted the ways in which SSPs and other higher education professionals could be better advocates for students with an undocumented or DACA status by providing academic, emotional, and moral support (Gildersleeve, 2010; Pérez, 2010; Rincón, 2008). However, current research provides an incomplete depiction of SSPs by viewing them as independent actors working with students with an undocumented or DACA status. This approach places too much emphasis on the belief that SSPs work by themselves when supporting this student population. Some SSPs might work independently, but many SSPs likely work in networks with colleagues who they trust in order to provide resources and support to students with an undocumented or DACA status. SSPs' support of students with an undocumented or DACA status is also analyzed through a social justice lens in some research, yet little discussion exists about SSPs' critique of the large oppressive systems impacting the student population and themselves as educators. Many SSPs also work at other types of institutions besides public universities, which are analyzed in numerous studies.

Community colleges, for instance, serve the most undocumented college students, and therefore, warrant further analysis into the types of networks that may exist among SSPs who support students with an undocumented or DACA status there (Gildersleeve, 2010; Pérez, 2010, 2012; Teranishi et al., 2011). While some scholars have focused on the existence of networks at higher education institutions that work on change efforts (Kezar & Lester, 2009; Kiyama, Lee, & Rhoades, 2012), discussion about such networks at community colleges is largely missing. I argue that SSPs work in networks and may consider the impacts of oppression when working to support this student population demonized by U.S. federal immigration policies. Overall, networks of SSPs at community colleges who support students with an undocumented or DACA status remain under-researched.

Statement of the Purpose

The purpose of my study is to understand the networks of Student Services Professionals (SSPs) that support students with an undocumented or DACA status at a community college in Arizona, a state known for a history of anti-immigrant legislation (González de Bustamante, 2012). I define the formation and existence of networks at community colleges as groups of interdependent actors in relationship with each other (Clarke & antonio, 2012). Individuals in the network do not have to be in direct contact with each other to be in relationship (Wasserman & Faust, 1994), and are further connected by their social positions within the network (Kiyama et al., 2012).

Rationale & Relevance

My research expands on current literature that uses the college experiences of students with an undocumented or DACA status to describe how SSPs can best support these student populations. My findings provided an understanding of the potential networks used by SSPs to

serve students with an undocumented or DACA status' needs. The findings can be used by SSPs and higher education institutional leaders can develop comprehensive strategies to more effectively work with and for students with an undocumented or DACA status attending community colleges.

My research is relevant for two reasons. First, more students with an undocumented or DACA status are entering colleges and universities because of the implementation of the Deferred Action for Childhood Arrivals (DACA) initiative (Gonzales & Bautista-Chavez, 2014; Teranishi, Suárez-Orozco & Suárez-Orozco, 2015). DACA grants temporary relief from deportation and eligibility to receive a work permit and social security number to qualified youth with an undocumented status (Immigration Policy Center, 2012). I explain it in greater detail in the next section. Second, there is currently a growing amount of anti-immigrant rhetoric and policies across the U.S. that endorse the separation, detention, and deportation of people with an undocumented status (Golash-Boza, 2012). Such policies threaten the livelihood and existence of students with an undocumented or DACA status and their families. These threats and actions, especially those that happen on college campuses, must be met with resistance from SSPs and other professional educators to help students with an undocumented or DACA status survive and thrive at higher education institutions. Staying silent about the threats and policies increases the invisibility and dehumanization of these populations further makes these populations more invisible (Abrego, 2011; Dabach, 2015).

In the next chapter, I discuss the current literature that serves as a foundational understanding of the obstacles placed in front of students with an undocumented or DACA status. I highlight the ways these obstacles obstruct their access to college and impact SSPs' efforts to support these student populations. I discuss gaps in the literature to situate my study.

CHAPTER 2: REVIEW OF THE LITERATURE

Students with an undocumented or DACA status require and deserve services from their higher education institutions that meet their complex identities, which go beyond being undocumented. It is well-documented that many students with an undocumented or DACA status are first-generation; lack academic and social support systems; and deal with anti-immigrant, xenophobic, and anti-affirmative action rhetoric (Abrego, 2006; Abrego & Gonzales, 2009; Gildersleeve, 2010; Gonzales, 2011; Olivas, 2009; Suárez-Orozco, Suárez-Orozco, & Todorova, 2008). Students with an undocumented or DACA status are faced with high levels of anxiety and concern about deportation which remains unique to their immigrant identity (Chen, 2014; Teranishi et al*,* 2015). Across the U.S., these student populations seeking a higher education degree lack access to financial aid and are therefore, more likely to enroll in community colleges which are often more affordable than four-year universities (Teranishi et al*.,* 2011). Despite the circumstances created by inaccessible pathways to higher education, many students with an undocumented or DACA status overcome obstacles to enroll in and graduate from college (Muñoz, 2015; Pérez, 2010; Pérez, 2012; Suárez-Orozco et al., 2015; Teranishi et al., 2015). By persevering through the challenging and often unwelcoming higher education environments, students with an undocumented or DACA status continue to change the college campus environment by knowingly and unknowingly forcing Student Services Professionals (SSPs) to understand how to work with their unique needs that most college-going populations of students do not experience. I intentionally choose to start my literature review by describing the literature that highlights what we know about students with an undocumented or DACA status' pathways to and experiences in college. This keeps the experiences of this student population at the forefront of our understanding on how to work with and for students with an undocumented or

DACA status. Then, I provide insight into the struggles and overall power of undocumented immigrants and youth across the U.S. on and beyond our college campuses. Since my study is focused on SSPs, I pay particular attention to SSPs' roles in working with this student population within this section.

Students with an Undocumented or DACA Status in Higher Education

Scholars and community organizations estimate that approximately 98,000 youth with an undocumented status graduate from high schools across the U.S. each year (Zong & Batalova, 2019). Between 200,000 and 225,000 undocumented immigrants are enrolled in U.S. colleges and make up almost two percent of all college students (Suárez-Orozco et al., 2015). While the current literature outlines the obstacles that block access to or success in higher education for students with an undocumented or DACA status, there is little known about the ways this student population is supported by SSPs, especially at community colleges. My research fills this gap in the literature by looking specifically at the roles SSPs play when working to support students with an undocumented or DACA status. In the next section, I describe the literature that identifies students with an undocumented or DACA status' obstacles to enrolling in higher education and attaining a degree, as well as students with an undocumented or DACA status' ability to overcome such obstacles.

Obstacles to College Enrollment & Persistence for Students

A vast number of scholars identified obstacles that hinder most students with an undocumented or DACA status' access to and success in higher education institutions. The obstacles included high tuition costs; lack of access to financial aid; lack of academic and social support; and ongoing anti-immigrant, xenophobic, and anti-affirmative action rhetoric (Abrego, 2006; Abrego & Gonzales, 2009; Chen, 2014; Chen & Rhoads, 2016; Flores & Baum, 2011;

Flores, & Burciaga, 2010; Frum, 2007; Gildersleeve, 2010; Gonzales, 2011; Gildersleeve & Ranero; 2010; Muñoz & Maldonado, 2012; Muñoz, 2015; Pérez, 2012; Pérez & Cortés, 2011; Oliverez, 2006; Olivas, 2009; Suárez-Orozco et al., 2008; Suarez-Orozco et al., 2015; Teranishi et al., 2015). Students with an undocumented or DACA status are also faced with unique time constraints, high levels of anxiety and fear of deportation and detention (Chen, 2014; Kantstroom, 2007; Suárez-Orozco et al., 2015; Teranishi et al., 2015;). I describe the obstacles below in order to define the context in which students with an undocumented or DACA status exist. I grouped obstacles into four parts. After each part, I describe how the obstacles SSPs either uphold or work to remove the obstacles when working with students with an undocumented or DACA status.

Part 1: Lack of Support, Anxiety, & Impact of Immigration Status. The majority of students with an undocumented or DACA status in higher education institutions are first-generation college students (Gildersleeve & Ranero, 2010; Pérez & Cortés, 2011; Suárez-Orozco et al., 2015). Therefore, they confront similar obstacles that other first-generation students face. In a 2015 national study, scholars found that 68 percent of the students with an undocumented or DACA status in higher education institutions were first-generation college students (Suárez-Orozco et al., 2015). Students with an undocumented or DACA status are forced to navigate higher education institutions that are bureaucratic, unfamiliar, and have units across a campus that do not work together to streamline support efforts (Flores & Horn, 2009; Pérez & Cortés, 2011; Oseguera et al., 2010). Additionally, many students with an undocumented or DACA status come from high schools that did not provide a strong academic foundation or prepare them for college (Gildersleeve & Ranero, 2010; Pérez & Cortés, 2011). Students with an

undocumented or DACA status, therefore, require more academic support, which they often cannot find in their higher education institutions.

Scholars continue to identify anxiety, stress, and health concerns as major factors impacting the access to and success in higher education institutions for students with an undocumented or DACA status (Dozier, 1993; Gildersleeve & Ranero, 2010; Muñoz, 2015; Pérez & Cortés, 2011; Pérez 2012; Suárez-Orozco et al., 2015; Teranishi et al., 2015). This is demonstrated in research directly with students with an undocumented or DACA status in higher education institutions and beliefs from community college staff who believed the students with an undocumented or DACA status they work with experience no sense of belonging, a loss of hope, and loneliness (Pérez 2012; Pérez & Cortés, 2011; Suárez-Orozco, et al., 2015). In a recent 2015 study, undocumented and DACAmented students showed extremely high levels of anxiety that were well above clinical cut off levels (Teranishi et al., 2015).

Understanding students undocumented status is crucial for SSPs in order to provide the best services and resources. Many students with an undocumented or DACA status experienced a sense of shame for being undocumented (Garcia & Tierney, 2011; Suárez-Orozco et al., 2015). Their immigration status was penalized by state and federal policies that made higher education unaffordable and unattainable (Rincón, 2008). The negative stereotypes associated with an undocumented identity created additional stressors (Muñoz, 2015; Pérez 2012).

SSPs' Support, Care & Understanding of Students. Some SSPs and other higher education professionals continued to acknowledge that many students with an undocumented or DACA status feel lonely or lack the proper support to succeed in higher education institutions (Pérez & Cortés, 2011). It is arguable that the silence of SSPs and other higher education professionals was connected to the feelings of exclusion or even depression (Muñoz, 2015).

SSPs required, but often lacked the training to understand students with an undocumented or DACA status' academic, social, emotional, and behavioral needs (Dozier 1993; Pérez Huber & Malagon, 2007; Pérez & Cortés, 2011; Muñoz, 2015; Muñoz & Maldonado, 2012; Oseguera et al., 2010; Stebleton, 2011; Valenzuela, Pérez, Perez, Montiel & Chaparro, 2015). Students with an undocumented or DACA status benefitted from working with counselors and staff who understand and respect their immigrant identity (Brilliant, 2000; Enriquez, 2011; Olivérez, 2006; Pérez & Cortés, 2011; Teranishi et al., 2011). Yet, the literature did not show where SSPs received their training or how SSPs used their training when working with students with an undocumented or DACA status. My research fills this gap by analyzing the networks through which SSPs may receive or seek this training to support undocumented and DACAmented students.

Part 2: Challenged by Socioeconomic Status & Access to Financial Aid. Students with an undocumented or DACA status come from home environments that are rich in talents, but lack the financial means to afford the tuition and fees at higher education institutions (Oliverez, 2006; Pérez, 2012, Pérez & Cortés, 2011). This made financial concerns one of the biggest stressors among students with an undocumented or DACA status (Muñoz, 2015; Pérez & Cortés, 2011). Since few students with an undocumented or DACA status received enough funding to pay for tuition and fees, most worked at least part-time jobs to pay for bills including, but not limited to their tuition (Dougherty et al., 2010; Suárez-Orozco et al., 2015). Even though community colleges were more accessible to students with an undocumented or DACA status because of their lower tuition rates (Teranishi et al., 2011), undocumented community college students expressed much higher financial concerns than their counterparts attending four-year institutions (Suárez-Orozco, C. et al., 2015). In addition to the high rates of tuition and fees,

students with an undocumented or DACA status across the U.S. could not access federal financial aid including work-study programs, scholarships, grants, and student loans (Chen, 2014; López & López, 2010; Rincón, 2008).

SSPs & Students' Financial Concerns. One way to increase access to higher education and address the need for overall financial support was by providing lower tuition rates and offering access to financial aid (Flores & Baum, 2011; Kaushal, 2008). SSPs may not have played a direct role in changing policies that impact access to tuition rates and aid, yet some supported students with an undocumented or DACA status' efforts to pay for college expenses by fundraising money for scholarships and other college-related expenses (Chen & Rhoads, 2016). Some higher education staff and faculty worked with community organizations external to the institution to raise money for students with an undocumented or DACA status' scholarships (Chen & Rhoads, 2016; Muñoz, 2015). However, we often do not know what these networks of support among SSPs and community organization leaders look like beyond the fundraising efforts. My research seeks to address this gap by creating a deeper understanding of the relationships between SSPs and the community that may strengthen the network of support built around students with an undocumented or DACA status.

Part 3: Discrimination in Anti-immigration and Xenophobic Environments. The feelings of shame, anxiety, and negative stereotypes are caused by policies and beliefs that uphold anti-immigrant and xenophobic environments. Immigration policies that were not necessarily intended to connect to education or individuals trying to access education, impact students with an undocumented or DACA status' experiences. In higher education institutions, this included background checks required for admittance into courses, graduate programs, professions, and specific majors (Chen, 2014). Furthermore, scholars noted the existence of

xenophobic environments for students with an undocumented or DACA status created by prejudiced beliefs of higher education staff, including SSPs (Contreras, 2009; Nienhusser, 2014; Nienhusser & Dougherty, 2010; Pérez, 2012; Pérez & Cortés, 2011).

SSPs & Anti-immigrant and Xenophobic Environments. Creating and maintaining welcoming environments for students with an undocumented or DACA status was part of SSPs responsibilities (Hernandez, Hernandez, Gadson, Hugtalin, Ortiz, White, & Yocum-Gaffney, 2010; Muñoz & Maldonado, 2012; Pérez & Cortés, 2011). When college staff did not understand or were not knowledgeable of students with an undocumented or DACA status' experiences, this student population did not trust or want to work with them (Contreras, 2009). Some research further identified college staff's roles in using their prejudice to maintain discriminatory environments where students with an undocumented or DACA status did not feel welcome or have access to the academic or financial aid resources (Contreras, 2009; Pérez & Cortés, 2011). Additionally, some staff openly supported students with an undocumented or DACA status while receiving backlash from colleagues or the public (Chen & Rhoads, 2016). Despite this research, there remains a gap in the literature that shows how SSPs establish environments at their community colleges that welcome students with an undocumented or DACA status. My research fills this gap.

Part 4: Fear of Detention or Deportation. The threat of detention or deportation remains real, constant, and unique for students with an undocumented or DACA status (Kanstroom, 2007; Rincón, 2008; Rosenblum & Meissner, 2014). Anyone who is a noncitizen in the U.S. can be deported (Canizales, Gutierrez, Shah, Unzueta, & Morales, 2014). Even with the implementation of DACA, some DACAmented youth were detained, threatened with deportation, or deported (Schmidt, 2017; Dinan, 2017). As scholars discussed, the fear of

deportation was paramount to students with an undocumented or DACA status' concerns (Dozier, 1993; Pérez, 2012; Teranishi et al., 2015; Suárez-Orozco et al., 2015). In a 2015 national study of youth and students with an undocumented status, over 75 percent of the participants reported fears and worries about being deported or detained, and an even greater percentage reported being concerned about the potential deportation or detention of a friend or family member (Suárez-Orozco et al., 2015). It was clear that the threat of and actual deportations impact entire families (Brabeck, Lykes, & Hershberg, 2011; Yoshikawa & Kholoptseva, 2013).

SSPs & Students' Fear of Deportation. The current literature highlights another component of students with an undocumented or DACA status' experiences that SSPs and higher education institutions should be aware of, in order to meet this student population's needs. The belief that SSPs should understand these fears came from the perspectives of students with an undocumented or DACA status interviewed in some studies (Kanstroom, 2007; Rincón, 2008; Suárez-Orozco et al., 2015). Two studies examined the ways teachers and students discuss edimmigration policies in K-12 schools, particularly deportation policies (Dabach, 2015; Gallo & Link, 2015). One of the studies analyzed that ways a father's detention and potential deportation impacted the experiences of a middle school teacher, student, and his family (Gallo & Link, 2015). Another scholar studied the ways students and teachers discuss citizenship in a high school classroom, and also focused on deportation policies (Dabach, 2015). Each piece highlighted the weight that deportations carried in the educational experiences of students with an undocumented or DACA status, but specifically in K-12 schools. While this can be understood to still impact the experiences of students with an undocumented or DACA status in

community colleges, there is no research that specifically highlights the roles SSPs play in addressing students with an undocumented or DACA status' fears or threats of deportation.

In Summary: SSPs and Students' Obstacles. A growing body of literature highlighted the obstacles placed in front of students with an undocumented or DACA status by our U.S. immigration policies, education institutions, and higher education professionals. Students with an undocumented or DACA status' description of the obstacles in their narratives provided invaluable insight into strategies that some SSPs and other community college staff use or should use to meet the students' needs (Gildersleeve & Ranero, 2010; Muñoz, 2015; Oseguera et al., 2010; Pérez 2012; Suárez-Orozco et al., 2015; Teranishi et al., 2015). SSPs played a central role in upholding or removing these obstacles in higher education in general (Contreras, 2009; Muñoz & Maldonado, 2012; Pérez, Muñoz, Alcantar, & Guarneros, 2011; Suárez-Orozco et al., 2015). While SSPs roles supporting students with an undocumented or DACA status at community colleges was crucial (Pérez & Cortés, 2011; Valenzuela et al., 2015), little research exists that centers SSPs' roles in providing support. My research addresses this gap by centralizing SSPs' experiences and use of networks in order to understand the ways they remove obstacles to access and succeed in community colleges for students with an undocumented or DACA status.

Students with an Undocumented or DACA Status Overcome Obstacles

Understanding the obstacles that students with an undocumented or DACA status face when entering or working through higher education institutions is only half of the story to understand this student population's experiences. Students with an undocumented or DACA status increasingly continue to overcome the obstacles that block access to and success in community colleges. According to the narratives of students with an undocumented or DACA status in the current literature, there were two primary areas that highlight the ways in which

these student populations overcome obstacles: academic resilience and civic engagement (Muñoz, 2015; Pérez 2012; Suárez-Orozco et al., 2015; Teranishi et al., 2015). Civic engagement encompassed a variety of ways individuals were connected to their community. In my study, civic engagement includes the work of youth and students with an undocumented or DACA status who fight to exist and change the U.S. education and immigration systems in the face of imminent detention and deportation. The threat of deportation differentiates these student populations from others who participate in different forms of activism or civic engagement. Individuals who fight to achieve their goals while constantly facing a threat of incarceration and separation from their families deserve a term that more accurately represents their courage. I explain the three areas that best showcase the ways students with an undocumented or DACA status overcome obstacles in higher education. Then, I provide the literature that describes how each area connects to the roles of SSPs in community colleges. Overcoming the obstacles served as a form of resistance, which is known to empower SSPs and other higher education professionals (Chen & Rhoads, 2016).

Academic Resilience. Some scholars argued that the fact that students with an undocumented or DACA status make it to college is the definition of academic resilience (Suárez-Orozco et al., 2015). Undocumented community college students showed a strong sense of motivation, commitment, and determination in their pursuit of a higher education (Hernandez et al., 2010; Pérez, 2012). Their academic preparedness and resilience increased their ability to overcome obstacles in higher education institutions (Terriquez, 2014). Students with an undocumented or DACA status' academic resilience was attributed to their recognition of their families' struggles and sacrifices (Hernandez et al., 2010; Pérez, 2012). Students with an

undocumented or DACA status' resilience was also connected to their belief that attaining a higher education degree leads to economic mobility (Abrego, 2006, Teranishi et al., 2015).

Civic Engagement. In addition to their resilience in the classroom, many students with an undocumented or DACA status actively participated in different forms of civic engagement while attending college (Muñoz, 2015; Nicholls, 2013; Pérez, 2012; Suárez-Orozco et al. 2015). Some students acknowledged that being involved in different activities helps them stay motivated and remain in school (Suárez-Orozco et al. 2015). Students with an undocumented or DACA status' forms of civic engagement included their participation in on-campus student clubs and community organizations (Muñoz, 2015; Pérez, 2012; Suárez-Orozco et al. 2015). Often their engagement in these groups came as a result of experiencing or seeing others in their families and community experience injustices (Pérez, 2012). For many students with an undocumented or DACA status, engaging in clubs and organizations was not enough and instead felt a need to be part of larger movements for social change (Flanagan & Levine, 2010). Their desire to fight for migrant justice across the U.S. led many students with an undocumented or DACA status to become involved with NGO's and political campaigns, and effectively increase their student activism (Pérez, 2012). Their civic engagement created institutional and statewide organizations like the New York State Youth Leadership Council, Arizona Dream Act Coalition, Student Immigrant Movement in Massachusetts, University Leadership Initiative in Austin, TX, and California Dream Network. Many students with an undocumented or DACA status also formed national organizations like United We Dream and DreamActivist that fight to pass federal legislation that would grant a pathway to citizenship for some youth with an undocumented status, increase access to healthcare and education, and stop deportations of families (United We Dream, n.d.).

SSPs & Students' Resilience & Civic Engagement. Students with an undocumented or DACA status brought many assets into our higher education institutions (Suárez-Orozco et al. 2015). The academic resilience and civic engagement of these student populations also influenced their persistence in college (Muñoz, 2015; Pérez, 2012). Students with an undocumented or DACA status' activism and involvement in acts of civil disobedience and other forms of civic engagement helped them build relationships with local, state, and national organizations. Such relationships led to the transformation and creation of policies that lowered tuition rates and improved college access for students with an undocumented or DACA status (Pérez, 2012). What we do not know from the current literature is what SSPs learn from students with an undocumented or DACA status' academic resilience and civic engagement. We also do not understand how SSPs use similar relationships that students with an undocumented or DACA status develop through their civic engagement in order to support this student population. While it was recommended that SSPs work with organizations external to higher education institutions (Chen & Rhoads, 2016; Muñoz, 2015), little is understood about the benefits of developing such relationships and building such networks. My research fills this gap.

In the next section of the literature review, I introduce the roles community colleges and SSPs at community colleges play in the lives of students with an undocumented or DACA status. I briefly describe the history, roles, and mission of community colleges in order to contextualize the experiences of SSPs at these institutions. I then discuss the limited research that connects SSPs with the needs of students with an undocumented or DACA status at community colleges.

Student Services Professionals (SSPs) in Community Colleges

Student Services Professionals (SSPs) are an important part of community colleges. Their profession began as a way to control and keep track of students' behaviors for college presidents

(Cohen & Brawer, 2008). Over time and throughout the growth of community colleges as institutions for students' higher education access, SSPs' roles changed. Their specific roles remain debatable, however it is clear that their jobs are complex and often connected to all functions of a community college (Cohen & Brawer, 2008). Through their diverse roles, SSPs are responsible for recruiting, orienting, and retaining students at community colleges. These institutions meet the needs of different student populations looking to enter college for the first-time (Rosenbaum, Deil-Amen & Person, 2006), including immigrant students. As a result of their lower costs, open-admissions and convenient locations, more immigrant students, including students with an undocumented or DACA status, attend community colleges than universities (Teranishi et al., 2011).

Community Colleges in the U.S.

Since 1901, when Joliet Junior College, the United States' first two-year institution, opened in Illinois, community colleges expanded in the number of students they serve and the type of education they provide (Kirst & Venezia, 2004). Currently, just under 50 percent of all undergraduate students in the U.S. attend community colleges (American Association of Community Colleges, 2014). In the last decade, over 50 percent of all enrolled undergraduate students in the U.S. attended community colleges, making community colleges remain an essential part of the U.S. higher education system (Kirst & Venezia, 2004; Rosenbaum et al., 2006). Community colleges also served as the starting point for almost half of the entire first-time college student population (Rosenbaum et al., 2006). The services of community colleges extended into local communities that often depended on them for local economic stability (Adelman, 2005). As students with an undocumented or DACA status are contributing members of local communities and economies, including individuals who recently gained access to the

economic work force through DACA, they too are likely to be increasingly reliant on the community college for economic advancement. This is also supported by the fact that more immigrant college students were enrolled in community colleges than universities (Teranishi et al., 2011).

Community Colleges Serve Students. Community colleges were established with the primary goal of increasing college access (Rosenbaum et al., 2006). Throughout their history they continued to serve as the main entrance to postsecondary education for populations that have been typically marginalized by society including immigrants, ethnic minorities and low-income students (Rosenbaum et al., 2006). Community colleges often met the educational needs of student populations that may not be able to access higher education otherwise (Oseguera et al., 2010). It has been established that more immigrant students, documented and undocumented, attend community colleges than any other type of higher education institution (Jauregui & Slate, 2009; Teranishi et al., 2011). In addition to having open-access policies, the public perceived community colleges as "institutions for the people" (Oseguera et al., 2010, p. 41), which strengthened students with an undocumented or DACA status' belief that community colleges are more hospitable than other higher education institutions (Jauregui, Slate, & Stallone, 2008). As such, community colleges play an integral role in the lives of college-going students with an undocumented or DACA status. Still, there is little discussion about the impacts community colleges have on students with an undocumented or DACA status, as well as a limited amount of literature that describes how SSPs support students with an undocumented or DACA status at community colleges. I discuss the literature below.

The Roles of SSPs in Community Colleges. SSPs in community colleges work in various areas of the institution including recruitment, orientation, and retention. SSPs'

responsibilities at community colleges required that they solve problems, manage crises, advise students, and connect with faculty (Cohen & Brawer, 2008). SSPs faced obstacles that limit their ability to work effectively with students such as having high ratios of students to advisors and being tasked with numerous duties simultaneously such as helping students transfer, connecting students to a career or job, and providing personal advising (Rosenblaum et al., 2006). These obstacles made SSPs' experiences more complex through which they develop strategies to manage their various students' needs. However, we do not know how SSPs work specifically with students with an undocumented or DACA status at a community college. My research seeks to fill this gap by appreciating the overburdened nature of many SSP positions while understanding how SSPs work with students with an undocumented or DACA status.

SSPs' Grassroots Leadership Efforts to Support Minoritized Students

SSPs and other higher education professionals utilized grassroots leadership or distributed leadership styles when participating in change efforts at an institution (Kezar et al., 2011; Spillane & Diamond, 2007). Distributed leadership involves the decision-making processes of high-level institutional leaders such as presidents, deans and provosts, and has been studied extensively (Birnbaum, 1992). On the other hand, *grassroots leadership* has not been studied as much, and involves professionals who change the status quo at an institution, yet do not possess formal power or authority (Kezar et al., 2011, Wilson, 1973). The professionals work from the bottom-up, instead of the top-down to alter or implement policies that often impact traditionally marginalized populations on campuses across the U.S. Some lower-level managers were found to implement change efforts at higher education institutions in a grassroots approach, even after their senior administrators establish the initial direction for the change (Kezar, 2001). Kezar et al. (2011) described specific tactics that faculty and staff use within grassroots change

efforts including working with students, using networks, and building partnerships with individuals outside of the higher education institution. The need for faculty to work with students in the change efforts was clear (Kezar, 2010; Slocum & Rhoads, 2008). SSPs roles in the change efforts is unclear in the literature, especially at community colleges. Little research has been conducted to understand how SSPs use the tactics of working with students, developing networks, and building external partnerships to support students with an undocumented or DACA status at their institutions.

SSPs' Roles to Support Students. Many scholars used the narratives of students with an undocumented or DACA status to provide higher education professionals with recommendations on how to best serve this population. Among the recommendations, professionals were encouraged to provide students with an undocumented or DACA status with academic information (Casner-Lotto, 2011; Pérez et al., 2011), offer moral and emotional support (Dozier, 1993; Pérez, 2010; Pérez et al., 2011), serve as advocates and advisors for undocumented student clubs (Brilliant, 2000; Pérez, 2010), and attend training sessions on immigration legislation and history (Pérez, 2010). Of the research that exists, most scholars focused on students with an undocumented or DACA status at universities and left out these student populations' experiences at community colleges (Abrego & Gonzales, 2010; Nienhusser, 2014). Little research exists on the interactions between students with an undocumented or DACA status and SSPs in community colleges (Gildersleeve, 2010; Nienhusser, 2014; Oseguera et al., 2010; Pérez, 2012). My research helps us understand how SSPs work with students with an undocumented or DACA status, specifically in community colleges, where most undocumented college-going students are enrolled.

SSPs as Institutional Agents Working with Students. Higher education staff and faculty are known to be transformative educators (Chen & Rhoads, 2016; Kezar, 2012). When working with students with an undocumented or DACA status, some SSPs and other higher education professionals showed support for students with an undocumented or DACA status by raising money for financial aid, attending trainings dedicated to understanding resources available to students with an undocumented or DACA status, and influencing the creation or implementation of policies that impact this student population (Chen & Rhoads, 2016; Hernandez et al., 2010; Pérez & Cortés, 2011). This is foundational to understand what SSPs can do when supporting students with an undocumented or DACA status. However, we do not know what SSPs do specifically at community colleges to support these student populations. My research fills this gap.

Risks for SSPs to Show Public Support for Students. SSPs and other educators who worked with students with an undocumented or DACA status faced challenges at their higher education institution when publicly showing support for this student population and their families (Chen, 2014; Chen & Rhoads, 2016). We specifically understand how these situations occur at a university, but do not know how this type of public reaction influences SSPs' support of students with an undocumented or DACA status in community colleges. It is important to understand the potential risks and concerns for SSPs, and more importantly, prepare for the situations that are likely to follow their public support of this vulnerable student population. My research fills this gap.

In the next section of the literature review, I introduce the roles that networks play in the experiences of SSPs at community colleges. I describe networks and discuss how social networks among SSPs and their colleagues are important to the creation of campus cultures that

are welcoming to minoritized student populations, including students with an undocumented or DACA status.

The Role of Networks for SSPs

Networks at community colleges are groups of interdependent actors in relationship with each other (Clarke & antonio, 2012). Networks exist for different populations at higher education institutions including students and professionals. The concept of social networks provides a strong understanding of how networks of individuals, in general, may function. Social networks include the relationships and connections among individuals, as well as the influence their beliefs and actions have over each other (Knoke & Yang, 2008; Mitchell, 2007). Networks among SSPs played an important role in the professionals' abilities to create and implement policies, and often affected the process for creating change at institutions (Kiyama et al., 2012). SSPs developed networks within and beyond their departments or units for different reasons. Some networks also expand beyond the institution and into the surrounding community. Some scholars have noted the importance of networks for certain populations at higher education institutions (Kiyama et al., 2012), including students (Clarke & antonio, 2012; Rios-Aguilar & Deil-Amen, 2012). Few scholars discussed how networks of SSPs form and function, especially when working with minoritized student populations. In-depth discussions about networks among SSPs who work with students with an undocumented or DACA status are missing from the current literature. I describe the current literature on networks in this section.

Networks Among Educators at Higher Education Institutions

Networks that exist among educators at higher education institutions vary in purpose and formation. Networks at the institutions could be expansive because relationships among individuals in the networks permeated institutional boundaries (Kiyama et al., 2012). For some

college students, social networks helped them decide to attend a higher education institution, but did not help them attain their degree (Rios-Aguilar & Deil-Amen, 2012). For some professors who feel loyal to their departments, their academic networks were often believed to limit or stop their ability to create change at a higher education institution (Lee, 2007). Some scholars, however, found that other professionals, including staff and faculty, create change for a certain minoritized population of students or policy by establishing networks (Kiyama et al., 2012). Educators, and specifically SSPs, who work with students with an undocumented or DACA status may utilize networks when doing so, but the current literature to understand this is limited.

SSPs' Networks Working with Minoritized Populations

Some scholars analyzed networks among and between faculty, staff, and students that address social change issues at higher education institutions (Astin & Leland, 1991; Hart, 2007; Kezar et al., 2011; Kezar, 2010; Kezar & Lester, 2009). This included issues connected to the environment, gender, sexuality, and racial and ethnic identities (Kiyama et al., 2012). Hart (2007), for instance, analyzed a network that focused on equality for women. Kezar & Lester (2009) studied the use of faculty and staff networks at different types of higher education institutions including a university, liberal arts college, and community college. In each institution, Kezar & Lester (2009) noted the existence of external, and sometimes virtual networks that faculty and staff used when addressing social issues. The virtual networks included various forms of social media that are used to "share information and resources, leverage collective resources and power, and decrease isolation" (Kezar & Lester, 2009, p. 48). Networks were also utilized when faculty and staff work with student activists on social issues (Kezar, 2011). Since access to higher education for students with an undocumented status remains a current social issue, it is possible that networks of educators at higher education institutions

included this student population. According to Chen (2013) who looked at support for students with an undocumented status in her research, a strong network of over 50 faculty, staff, administrators existed at the university she studied. It is likely that some type of network also exists at a community college. However, with the exception of Chen (2013) and Ortiz and Hinajosa (2010)'s studies, the current literature did not adequately discuss such networks among SSPs at community colleges.

In summary, of the students with an undocumented or DACA status who enrolled in college, the majority did so at community colleges (Teranishi et al. 2011). As a result, community colleges need to find ways to best serve students with an undocumented or DACA status. However, the current literature primarily focuses on students with an undocumented or DACA status attending universities and little research looks at the work of SSPs at community colleges as they find ways to support this population. Similar to those educators who worked with other minoritized populations in the past, SSPs who support students with an undocumented or DACA status at community colleges are likely working in networks to do so. It, therefore, remains important to understand if networks of SSPs exist, how were they formed, and who is in them. This study helps provide these answers and give SSPs at community colleges an opportunity to learn how to best work with students with an undocumented or DACA status at their institutions.

Conceptual Framework

In my study, I sought to understand the overt and covert networks that SSPs develop to support students with an undocumented or DACA status. Networks are groups of interdependent actors in relationship with each other (Clarke & antonio, 2012). The networks I seek to understand include different individuals from within and beyond a community college whose

beliefs about students with an undocumented or DACA status can alter the network's support, focus, and trajectory. I use two frameworks to guide my research and analysis of SSPs' networks at the community colleges. My primary framework is the concept of transformational resistance which centers individuals' critique of oppression and struggle for social justice in their work (Solórzano & Delgado Bernal, 2001). The concept of transformational resistance provides a chance to understand how SSPs engage in their work with students with an undocumented or DACA status using a social justice lens while also critiquing oppression. This concept is best applied to individuals. Since my focus is on networks of individuals, I selected a second framework to supplement the concept of transformational resistance. I use the Critical Agency Network Model (CANM) to help me analyze the existence of networks used by SSPs when working with students with an undocumented or DACA status. CANM was established as a way to understand and acknowledge higher education professionals' informal and formal networks used to create systemic positive change and improve access to resources and opportunities for minoritized populations (Kiyama et al., 2012). This theory does not explicitly discuss the ways networks or individuals in networks critique oppression in their social justice work. I describe why this is important below. Therefore, the concept of transformational resistance complements CANM. Together, transformational resistance and CANM will place social justice and the critique of oppression at the center of the lens I will use to understand the individual agency of SSPs within networks who support students with an undocumented or DACA status. I describe the frameworks below in greater detail and at the end of this section I explain why I use them together to better inform my study.

The Concept of Transformational Resistance

I use the concept of transformational resistance to understand how and why individual

SSPs support undocumented community college students. Transformational resistance is one of four types of student oppositional behavior discussed within literature on resistance and was originally applied to Chican@ students (Solórzano & Delgado Bernal, 2001). The four types of student oppositional behavior are grounded in the idea that individuals' resistance has two tenets: a critique of social oppression and a motivation to resist led by a conscious commitment to social justice (Giroux, 1983a; Giroux, 1983b). They are described in Figure 2.1.

Figure 2.1.

Defining the Concept of Resistance

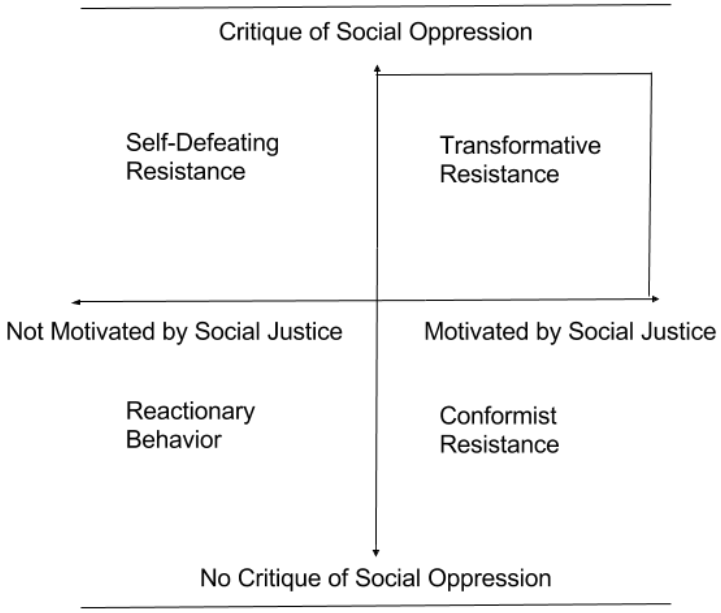


Figure 2.1. This figure illustrates the concept of resistance. The original figure is located in "Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework," by D. G. Solórzano and D. Delgado Bernal, 2001, Urban Education, 36 (3), p. 318.

Reactionary behavior is the first type of oppositional behavior where there is no type of resistance because an individual is not motivated by social justice and does not critique oppression. *Self-defeating resistance* is the second behavior and includes individuals who

critique oppression, but are not motivated by a need for social justice. *Conformist resistance* is the opposite of self-defeating resistance and includes individuals who are motivated by a need for social justice, but lack an awareness and critique of oppression. *Transformational resistance*, the focus of my study, occurs when individuals express a critique of oppression and are motivated by a need for social justice. This type of resistance is internal and external, and provides an opportunity for social change (Solórzano & Delgado Bernal, 2001).

The concept of transformational resistance was expanded beyond Chican@ students through Chen & Rhoads (2016) analysis of the ways that student affairs professionals and faculty members supported the success of students with an undocumented or DACA status at a university. The scholars highlighted how staff and faculty enacted transformative efforts that helped students with an undocumented or DACA status succeed, resisted oppressive structures of the university, and in some ways fought against anti-immigrant policies (Chen & Rhoads, 2016). Their use of this concept provided a new way to apply transformational resistance to professional educators in higher education.

In my study, I apply the concept of transformational resistance to SSPs who work to support students with an undocumented or DACA status at community colleges. I use this concept to analyze how SSPs serve the needs of this student population, and pay particular attention to how SSPs' and others actors that I interview, discuss their motivations for supporting students with an undocumented or DACA status and understanding of the oppressive environment in which students with an undocumented or DACA status exist. The concept of transformative resistance provides me with two tenets that frame my interview questions in order to identify SSPs' critique of oppression and conscious commitment to social justice. In my study, I define social justice as a goal and a process (Adams, Bell & Griffin, 2016). The goal is to have

"full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs" (Adams et al., 2016, p. xxi). The process is "democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change" (Adams et al., 2016, p. xxi). I define social oppression as a structure in society that concurrently fosters marginalization and privilege along a particular social identity (e.g., race, gender, social class, etc.). Social oppression exists when there is a hierarchical relationship between one social group who knowingly or unconsciously exploits another social group for their own benefit (Adams et al, 2016).

By itself, the concept of transformational resistance is useful to understand the individual work of SSPs who support students with an undocumented or DACA status at a community colleges. However, since I hypothesize that SSPs likely work in networks to support this student population, I find it necessary to supplement the concept of transformational resistance with a theoretical framework that can be applied to networks. I describe my supplementary framework, the Critical Agency Network Model (CANM), in the next section.

Critical Agency Network Model (CANM)

The Critical Agency Network Model (CANM) attempts to understand how educators create social change and work for social justice at a higher education institution by connecting their critical agency with their social networks (Kiyama et al., 2012). According to CANM, the power to create change at higher education institutions exists within and between managerial professionals, a type of professional who serves the institution at levels below administrators and possesses important social connections that can assist with change efforts (Kiyama et al., 2012). Some SSPs in my study could be considered managerial professionals because of their job

responsibilities. Additionally, I was particularly focused on understanding how SSPs used critical agency as individuals and within their networks to support students with an undocumented or DACA status. Therefore, the CANM framework was applicable to my study.

Critical agency refers to the actions of individuals who engage with the community and work for social justice and social change (Kiyama et al., 2012). The concept of critical agency was first used in higher education literature to understand how the race-related service from faculty of color served as a form of resistance and way to redefine institutional structures (Baez, 2000). The individual's actions show a resistance to hegemonic practices which would otherwise ensure dominance of one group over another (Gramsci, 1971). In my study, this could refer to the ways some SSPs resist anti-immigrant policies from the institution, state, or federal government, by supporting students with an undocumented or DACA status' access to and success in college. Through a critical agency lens, SSPs' individual support of this student population can be seen as acts of resistance to disciplinary mechanisms that makeup the power of the institution which determines and regulates how SSPs are supposed to work with students with an undocumented or DACA status (Foucault, 1977). CANM complicates the idea of resistance by highlighting the power of networks when resisting disciplinary mechanisms. In their case study of a college awareness program for minoritized families, Kiyama et al. (2012), the creators of CANM, found that managerial professionals participated in a university outreach program without being incentivized to do so. This group of professionals utilized formal and social networks and their different positions at the higher education institution to actively participate in the establishment and maintenance of the outreach program that supported the families. The professionals in the network shared a commitment to social justice and to changing the social inequalities that were caused and replicated by the institution. The networks

discovered in the study existed within and beyond the institution, yet they did not involve political activism or relationship with social justice activist groups (Kiyama et al., 2012).

I used the CANM framework to further complicate my understanding of individual agency among SSPs and the individuals with whom they work to support students with an undocumented or DACA status. Since managerial professionals' critique of oppression is missing from CANM, I used the concept of transformational resistance to complement CANM's attempt to understand a network's function. Together, the transformational resistance concept and CANM framework offered me a unique lens to understand how SSPs and their networks are committed to social justice and aware and critical of oppression as they support students with an undocumented or DACA status.

CHAPTER 3: CONTEXTUALIZING THE CASE

My review of the literature on students with an undocumented or DACA status and the Student Services Professionals (SSPs) who work with them provided an understanding of the gaps in the literature that I seek to fill in with my study. In this chapter, I describe the context where SSPs work to support students with an undocumented or DACA status. The context, as established by federal and state laws and institutional policies, frame the boundaries for my case study. I discuss the repressive nature created by the laws and policies in order to help understand the brutality of the federal and state laws on immigrants with an undocumented or DACA status and individuals, in this case SSPs, who support these populations. It should not to be misunderstood that the repercussions faced by immigrants with an undocumented or DACA status immigrants and those who support them are equal in weight or danger. Nor should it be misunderstood that these groups are simply victims kept under control by the state and federal governments. In fact, in Arizona, numerous organizations and individuals across the state serve as national leaders in the migrant justice movement. My intention is to acknowledge that repressive immigration laws of Arizona and the federal government impact the SSPs' work to support students with an undocumented or DACA status. It would be a mistake not to highlight the ways Arizona and the U.S. use racist-nativist and xenophobic legislation to instill fear and real threats to immigrants with an undocumented or DACA status across the state (Rincón, 2008; Castro-Salazar & Bagley, 2010; Pérez Huber, 2009), as this likely impacts the SSPs who work to support these populations.

In this chapter I discuss select federal immigration laws that repress the well-being of immigrants with an undocumented or DACA status across the U.S. I highlight additional repressive policies in Arizona that negatively impact the well-being of these populations in the

state where I conducted my study. Individuals and institutions are not only impacted by laws of the state, but by the federal government, as well. Therefore, the impact of such policies and laws are compounded. discussed below are not intended to be an exhaustive list. I selected them because they influence students with an undocumented or DACA status' access to higher education institutions and SSPs' views of these student populations. Before highlighting the federal and state contexts, I begin with a brief discussion about *illegality*, a condition created by legislation in nation-states and imposed on people with an undocumented immigration status (Dabach, 2015; De Genova, 2002; Ngai, 2004). Illegality is central to the ways people with an undocumented or DACA status are viewed by legislators, institutional leaders, and in the case of my study, SSPs who support or work against students with these statuses.

Illegality is a Condition Placed on Immigrants

In U.S. federal laws, people with an undocumented immigration status are criminalized because of the ways in which they entered the country, and therefore are often defined as *illegal* (De Genova, 2002). Illegality, as showcased by the term *alien* used within federal immigration documents is placed upon this population as a condition and serves as a way to exploit, repress and dehumanize (Dabach, 2015; De Genova, 2002; Ngai, 2004). That is, the term *illegal alien* is discursively used to strip this population of their humanity – reducing them to a social problem (Santa Ana, 2002). That has material effects as a person's designated illegality is directly connected to their deportability (De Genova, 2002). In other words, individuals are more likely to see someone as deportable (i.e., socially disposable), if they are also labeled as *illegal*. Illegality is further connected to the ways nation-states establish laws and policies that exploit, detain, and deport people with an undocumented status. As discussed within the literature in the previous chapter and the federal and state contexts below, such laws include increased threats of

surveillance, criminalization, and fear of removal for people with an undocumented status (Dabach, 2015; De Genova, 2002). This subjugation creates a police state and can make people with an undocumented status either hypervisible as problems or invisible to the rest of the populations who do not have this status (Chávez, 2008; Dabach, 2014; Seif, 2014). This suppression becomes compounded by the racialized discourse fueling the debates about immigrants. The discourse is grounded in white supremacy and drives the belief that white people are native to the U.S. while people of color are considered non-native (Pérez Huber, Lopez, Malagon, Velez & Solorzano, 2008). The result is the existence of a racialized police-state that harms, imprisons, and can ultimately murder immigrants of color and people of color who are or are assumed to be undocumented.

By placing the condition of illegality on people with an undocumented status and establishing a racialized police-state, individuals and institutions who support people with an undocumented or DACA status may also fear surveillance and repercussions for their support. Laws are known to impact what SSPs do at their institutions to support students with an undocumented or DACA status (Chen & Rhoads, 2016; Cervantes, Minero, & Brito, 2015). Their repressive nature likely impact the SSPs in my study who support students with an undocumented or DACA status at an Arizona community college.

In the following subsections, I discuss a selection of federal and state laws that exemplify the repressive context which these student populations must navigate and SSPs who support these populations must work. The history of illegality as a condition placed upon immigrant populations is further discussed.

Federal Immigration Laws and a History of Restriction

To understand how SSPs and officials at higher education institutions support students with an undocumented or DACA status, it is important to understand the historical context through which some SSPs developed their view of this student population and their families. Restrictionist views on immigration are not new. In 1892, the U.S. passed the Chinese Exclusion Act, the first law in U.S. history to restrict immigration to the U.S. The Act stopped Chinese immigration for ten years and Chinese immigrants were prohibited from becoming U.S. citizens because they were seen as a racially inferior group. It was extended in 1892, made permanent in 1902, and eliminated in 1965. This restrictionist law created an important sense that some immigrants did not belong and would not fit into the U.S. social structure (González de Bustamante, 2012). Similarly, in 1924 the U.S. Congress passed the Immigration Act, also known as the Johnson-Reed Act. This law established a quota system to determine the number of immigrants allowed into the U.S., but specifically barred immigrants from China (a continuation of the 1882 Chinese Exclusion Act) and other Asian countries (González de Bustamante, 2012; United We Dream, n.d.). As a result of the increased restrictions on who could enter the country legally, the 1924 Act effectively created "illegal immigrants," a prescriptive label that criminalized a group of people's immigrant identity based on race and class (González de Bustamante, 2012). This label is still used today.

Together with the media's portrayal of undocumented immigrants as "illegal aliens," this historical context is known to influence individuals' beliefs about immigration and who deserves access to U.S. public resources, like education (Chomsky, 2014; De Genova, 2002; Flores, 2003; Lipsitz, 2006). SSPs at higher education institutions are likely to be influenced by the same portrayal, as well as the formal and informal policies that govern whom they can serve. In recent

instances SSPs faced resistance from colleagues and institution administrators when publicly discussing immigration issues on a college campus (Chen, 2013).

Immigration Policies that Impact Access to Education

The U.S. government enacted more recent immigration policies that are similar in their restrictionist approach, and directly influence access to higher education for students with an undocumented or DACA status. This includes the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 (IIRIRA), which limits undocumented individuals' access to different resources, including public higher education. Section 505 of IIRIRA made it illegal for undocumented individuals to receive any higher education benefits, including all types of financial aid and access to in-state residency tuition rates, "unless a citizen or national of the United States is eligible for such a benefit without regard to whether the citizen or national is such a resident" (López & López, 2010, p. 65). Section 505 is used in the arguments by policymakers who seek to establish in-state tuition policies for students with an undocumented or DACA status in their states. Scholars identified the importance of in-state tuition policies for students with an undocumented or DACA status to access higher education institutions (Flores, 2010; Kaushal, 2008). Without such policies, higher education remains largely inaccessible to students with an undocumented or DACA status because of IIRIRA's requirements. Like many policies, IIRIRA presents an opportunity for interpretation by SSPs when working with students with an undocumented or DACA status, as well as administrators who must interpret the language of Section 505 (Chen, 2014). As a result, the different interpretations of IIRIRA create confusion among higher education staff and likely influence how SSPs work with students with an undocumented or DACA status (López & López, 2010). While the current literature

highlights how IIRIRA decreases students with an undocumented or DACA status' access to higher education, it is unclear how the interpretations of IIRIRA influence SSPs and their support of students with an undocumented or DACA status. Since IIRIRA influences the creation or rejection of in-state tuition policies, I describe the current in-state tuition policies across the U.S. in the next section.

In-State Resident Tuition (ISRT) Policies. Although the federal government controls immigration law, many of the policies that influence students with an undocumented or DACA status and the SSPs that work with them come from state and institutional levels (Burkhardt, Ortega, Frye, Reyes, Kovacheff Badke, Rodriguez, Nellum, Hussain, & Hernandez, 2012; Chen, 2014). While some U.S. states improved access to higher education for students with an undocumented or DACA status with in-state tuition policies prior to and sometimes because of the implementation of DACA, other states decreased access (United We Dream, n.d.). Still, many states have no policies to address access to higher education for students with an undocumented or DACA status. I discuss the existing literature that highlights the ISRT policies across the U.S. and their effects on students with an undocumented or DACA status enrollment in higher education institutions to offer a comparison to Arizona's policies discussed closing section.

Since 2001, 23 states offer in-state residency tuition benefits to students with an undocumented status. More specifically, 16 states and the District of Columbia passed legislation to grant this benefit to students who meet specific requirements (California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oregon, Texas, Utah, and Washington) (National Conference of State Legislatures, 2019). Another seven state university systems offer in-state tuition rates to students

with an undocumented status through their governing boards (Kentucky Council on Postsecondary Education, University of Hawaii Board of Regents, University of Maine Board of Trustees, University of Michigan Board of Regents, Ohio Board of Regents, Oklahoma State Regents for Higher Education and Rhode Island's Board of Governors for Higher Education) (National Council of State Legislatures, 2019). Nine states including California, Colorado, Connecticut, Minnesota, New Jersey, New Mexico, New York, Oregon, Texas and Washington, also offer different forms of state financial aid to students with an undocumented or DACA status. In contrast, students with an undocumented or DACA status are banned from in-state tuition benefits in six states, including Arizona, Georgia, Indiana, and Missouri; and prohibited from enrolling at any public higher education institution in Alabama and South Carolina (National Conference of State Legislatures, 2019).

ISRT policies, including those that grant financial aid, are primary tools for states to determine if and how they will provide access to higher education for youth and young adults with an undocumented status (Flores, 2010; Kaushal, 2008). Research shows that ISRT policies influence students with an undocumented or DACA status' access of higher education institutions, including community colleges. Students with an undocumented or DACA status' decisions to enroll in college were positively and significantly affected by the availability of ISRT policies at universities (Flores, 2010). More specifically, Flores found that when compared to Latinos in the U.S., Latino students with an undocumented status were 1.54 times more likely than not to enroll in college after ISRT policies were enacted. In her study that examined the impact of institutions granting in-state tuition to undocumented Mexican young adults, Kaushal (2008) found that such policies led to a 1.3% increase in the proportion of undocumented Mexican students with at least an associate's degree, 3.7% increase in the proportion with at least

some college education, and 2.5% increase in college enrollment. All increases were found to be statistically significant. According to the research, community colleges' tuition rates were included in the analysis, effectively making them an important part of the discussion on how community colleges and their policies regarding costs of tuition impact students with an undocumented or DACA status. As a result of the lack of ISRT policies in Arizona, SSPs at the community college in my study are faced with the challenge of finding ways to support students with an undocumented or DACA status despite the obstacles of attending the institution caused by out-of-state non-resident tuition costs.

Before discussing this further in the subsection on repressive Arizona state laws, I describe another relevant federal policy that influences students with an undocumented or DACA status' access to higher education.

Deferred Action for Childhood Arrivals (DACA). Perhaps one of the most influential national policies that impacts access to higher education for a large portion of youth with an undocumented status is Deferred Action for Childhood Arrivals (DACA). In June 2012, after months of protests led by youth with an undocumented status across the U.S., former President Obama enacted DACA, a form of prosecutorial discretion (United We Dream, n.d.). DACA grants qualified youth with temporary relief from deportation and makes them eligible to receive a work permit and social security number to legally work in the U.S. (Immigration Policy Center, 2012). Among the requirements to qualify for DACA and high fees associated with DACA applications, applicants must possess a high school diploma, GED certificate, or be enrolled in a recognized education program (Lindsey, 2013). Although being enrolled in or possessing a degree from a higher education institution is not a requirement to qualify for DACA, the DACA initiative influences students with an undocumented access to higher education institutions in

many states across the U.S. by opening access to in-state resident tuition policies and different forms of financial aid (Gonzales et al., 2016). Prior to 2018, this included Arizona where students with a DACA status qualified for in-state residency tuition rates at some community colleges and the state's three public universities (Migration Policy Institute, 2015). This is further discussed in the subsection on Arizona laws below.

Since 2012, DACA provided support to more than 800,000 who had/have a temporary two-year work permit and social security number through the DACA initiative (Gonzales, Camacho, Brant, Aguilar, 2019). Scholars examined the effects of DACA on beneficiaries and offered various conclusions directly related to higher education institutions. Since August 2012, DACA helped beneficiaries access more in-state higher education institutions and increased their earnings (Gonzales et al., 2016; Teranishi et al., 2015; Wong & Valdivia, 2014). Having a DACA work permit and social security number also became a qualifier for beneficiaries to apply for internships, private scholarships and financial aid across the U.S. (Teranishi et al., 2015). DACA also improved beneficiaries' access to specialized fields and trade school certificate programs primarily found at community colleges (Gonzales et al., 2016). Even before DACA, youth with an undocumented status were more likely to attend community colleges than universities because community colleges offer more flexibility and lower costs (Teranishi et al., 2011). While the literature identifies the increase in the number of students with DACA status attending community colleges and the education benefits that DACA brings to this student population, these student populations in Arizona do not have these same benefits (Teranishi et al., 2015). SSPs in my study are similarly faced with understanding the importance of DACA, but do not see the ways DACA benefits the educational students with whom they work because of the restrictionist state laws discussed below.

Arizona's Immigration Laws and Repression

Arizona offers a unique landscape with a history of repression and oppression of people of color and immigrants with an undocumented status that go beyond access to education. The patterns of discrimination are seen in policies and laws over almost a century that divide communities and make it difficult to survive (González de Bustamante, 2012). In fact, concerns and fears about immigration are part of Arizona's cultural and political history (Chin, Hessick, & Miller, 2012). Below I describe three Arizona laws passed in the last decade that directly impact the access to higher education institutions for students with an undocumented or DACA status and the SSPs who support these populations. I conclude this chapter by summarizing the ways the federal and state laws create an environment of repression and oppression for community college SSPs that support students with an undocumented or DACA status in an Arizona community college in order to identify the case for my study.

In the first subsection, I highlight two Arizona laws that exemplify the state's historical exclusion of immigrants through laws and proposed bills. I pay particular attention to recent laws passed in the 2000s that directly impacted students with an undocumented status and educators' abilities to support their access to public higher education institutions. Propositions 200 and 300 exemplified the how white hegemony is used to make laws in Arizona that intentionally exclude certain groups from power (González de Bustamante, 2012).

Propositions 200 and 300

Since 2003 the Arizona legislature discussed and voted on several anti-immigration bills aimed at removing access to benefits, including paying in-state residency tuition rates at public higher education institutions. For the early part of the 2000s, many bills did not make it out of the Arizona legislature or were vetoed by the governor (Chin et al., 2012). However, in 2004 Arizona voters passed Proposition 200, which required individuals with an undocumented status

to prove their residency in order to access public benefits (Shorey, 2004). Access to benefits decreased again after the November 2006 election when Arizona voters overwhelmingly passed Proposition 300, a proposition that the Arizona legislature placed on the ballot. With its passage, Proposition 300 effectively blocked undocumented immigrants from accessing in-state tuition, financial aid and other public benefits (Dougherty, Nienhusser, & Vega, 2010). All students attending public community colleges and universities had to prove their legal residency in order to receive in-state tuition rates and financial aid from the state (O'Leary, Romero, Cabrera, & Rascón, 2012). Proposition 300 impacted thousands of students with an undocumented status in January 2007, the first year of implementation. 3,504 students in community colleges across Arizona could not verify or lacked lawful immigration status to qualify for in-state tuition rates (Dougherty et al., 2010).

While the impact of these laws drastically undercuts the ability for students with an undocumented or DACA status to access higher education, the laws can also impact how SSPs support them. SSPs are faced with challenges associated with directly or indirectly turning students away from their institution if the students do not meet the requirements of Proposition 200 or 300. This burden, when compounded with a potential fear of not abiding by immigration laws, as noted in the following section about another infamous state law called SB 1070, contributed to a larger environment of fear and uncertainty. For those SSPs who wish to support students with an undocumented or DACA status, the environment may also be one in which their support is done in covert ways or perhaps silenced.

Arizona Senate Bill 1070

In April 2010, the Arizona governor signed SB 1070, the state's own immigration policy designed "to keep undocumented immigrants out of Arizona" (Chin et al., 2012, p.78). SB 1070

created new crimes for immigrants with an undocumented status and individuals who worked with them. This included crimes connected to employment, failure to carry certain legal documents, and transportation of immigrants with an undocumented status. The law also further permitted created more responsibilities for state law enforcement officials who interacted with immigrants with an undocumented status to implement federal immigration laws. Thought racial profiling already existed through interpretations of other Arizona laws, SB 1070 further permitted racial profiling by officers (Chin et al., 2012). In that moment of expanded repression, the Arizona legislature and governor again used the guise of security and public safety to criminalize immigrants with an undocumented status and anyone who fits such a description (Magaña, 2013). In the racialized state laws grounded in white supremacy (Pérez Huber et al., 2008), this meant anyone who is Black, Brown or Indigenous. Arizona politicians argued that immigrants with an undocumented status burdened the state economy and it was therefore, in the economic interests of the state to identify and deport them (Chavez & Hoewe, 2012).

While most sections of the law were struck down by U.S. courts, the section that allows law enforcement officers to determine an individual's immigration status during a lawful stop remains in effect (National Conference of State Legislators, 2012). While this section created uncertainty and fear in immigrant communities, the general discourse surrounding SB 1070 and other anti-immigrant legislation in Arizona's history created concern and fear as well. Discussions about immigration can negatively impact immigrants' well-being in ways similar to the actual laws (Magaña, 2013). In keeping with my earlier discussion about the condition of illegality placed upon immigrants with an undocumented status, the public debates about SB 1070 and the Arizona legislature's stated purpose of the bill heavily placed the condition of illegality on individuals who could were or assumed to be with an undocumented status. This

anti-immigrant and racist nativist framing of immigration was similar to other state immigration legislation such as the 1994 passage of Proposition 187 in California which banned immigrants with an undocumented status from receiving social benefits and services like education (Pérez Huber et al., 2008).

The impacts of SB 1070 as law and the fear-mongering discourse surrounding the law, can impact individuals who support immigrants with an undocumented status in at least direct and indirect ways. This includes SSPs working with students with an undocumented status. First, and more directly, section 5 of SB 1070, made it a crime for someone to transport an immigrant whom they know is undocumented, help them evade law enforcement or hide them (Chin et al., 2012). Although this section was struck down by the U.S. Supreme Court, the language was confusing leaving a greater potential for different interpretations by educators who knowingly work with students with an undocumented status. When combined with the condition of illegality so often placed on this population, there can be a chilling effect on how SSPs and other educators knowingly support students with an undocumented status, or worse seek to report these student populations to immigration authorities. Second, and also direct, section 2(G) of SB 1070 opened an opportunity for people with U.S. citizenship or legal residency to "bring an action in superior court to challenge any official or agency of this state---that adopts or implements a policy that limits or restricts the enforcement of federal immigration laws (Chin et al, 2012)." This section was not enjoined by the courts. Similar to the potential misunderstandings of section 5, section 2(G) can stop higher education institutional leaders from supporting the safety and well-being of students with an undocumented status for fear of appearing like they are restricting the enforcement of federal immigration laws and being sued. This chilling effect can be seen through

the existence or absence of policies that disallow support of this student population by SSPs and other educators at an institution.

Finally, SSPs are perhaps more indirectly impacted by the overall context of SB 1070 because of the fears and concerns it causes to their students with an undocumented status. The discourse surrounding the law and section of the law that still exists aligns with historical Arizona legislation that attacks immigrants with an undocumented status or individuals racially profiled and assumed to have such status (González de Bustamante, 2012). Though the fear is perhaps not as great as that faced directly by immigrants with an undocumented status, a fear likely still exists for SSPs who support this student population. In one manner, some SSPs of color may be racially profiled by and directly impacted by the racist nativist ideals of the law itself. In another manner, some SSPs are faced with the challenge of protecting their students who have an undocumented status. It can be difficult to conduct educational business in ways that protects a population which is criminalized by state-sanctioned racism and labeled with a sense of illegality. This can be seen and felt in the most recent challenges against providing water to migrants crossing in the Arizona desert (Armus, 2019). Such situations emboldened federal agencies and institutional leaders to actually question if humanitarian aid is a crime. The mere fact that such a question was discussed in the U.S. court system can lead individuals, like SSPs to consider or reconsider how public their support is for students with an undocumented status.

Institutional Policies Repress and Silence

Policies that impact students with an undocumented or DACA status also exist at the institutional level. Their effects on the SSPs who support these student populations can be similar to those resulting from federal and state laws. Some Arizona public community colleges

offered in-state resident tuition rates to students with DACA in Arizona between 2012 and 2018 (Teranishi et al., 2015). The Maricopa County Community College District (MCCCD) was the first to accept the DACA work permit as proof to receive this benefit in September 2012. Pima Community College (PCC) followed in 2013. The institutions and their governing bodies were pressured by community organizations, students, parents, educators, and community leaders to establish the policies. In September 2018 MCCCD lost a lawsuit brought eventually to the Arizona Supreme Court by the state of Arizona, which effectively forced students with DACA status to pay nonresident tuition rates at all Arizona public colleges and universities (Leingang, 2018). This additional example of white hegemony, as González de Bustamante (2012) would argue, further excludes students with a DACA status, most of whom are Latinx (Gonzales et al, 2016), from accessing education. This also highlights the challenging environment that Arizona institutions and their staff and faculty face when supporting students with an undocumented or DACA status. While there is little empirical evidence discussing the ways this shift in policy impacts how SSPs support students with a DACA status, the result may be similar to the challenges already mentioned. The existence of in-state residency tuition policies created an ability to publicly grant a benefit to students with a DACA status who were otherwise criminalized by other state and federal laws. The removal of this public benefit left institutional leaders, governing boards, and SSPs with a sense of uncertainty of how to support these student populations' enrollment and success in the institution.

The Repressive Context for SSPs

Since I conducted my study at a community college in Arizona, I found it essential to discuss the repression and oppression caused by federal, state, and institutional policies. Such forms of repression primarily and directly impact the well-being of immigrants with an

undocumented status, and particularly those who are also people of color (González de Bustamante, 2012). However, as I note in this chapter, the repressive context may also impact the well-being, meaning making, and work of SSPs at a community college who support this immigrant population. SSPs are responsible for recruiting, orienting, and retaining students through their abilities to solve problems, advise and manage student crises (Cohen & Brawer, 2008). With community college leaders who fear publicly supporting students, state government officials establishing laws that block access to public resources, and a federal government that conditions immigrants under a sense of illegality it is understandable for SSPs to deal with fear, concern and uncertainty in their support of students with an undocumented or DACA status. The conditions of illegality placed on students can challenge some SSPs to question or stop their support of the students. For other SSPs, the challenge may result in finding or creating other ways to support these student populations, such as through networks with colleagues. In either case, the repressive nature of the environment in which SSPs potentially develop networks to support students with an undocumented or DACA status frames the case for my study: the SSPs network.

In the next chapter, I discuss the case in my detail and overall methodology used in my study. I will highlight my specific approach and site for my research, as well as how I collected and analyzed my data.

CHAPTER 4: METHODOLOGY

The primary purpose of my study was to understand how Student Services Professionals (SSPs) use networks to support students with an undocumented or DACA status at U.S. community colleges. Using a case-study analysis, I analyzed how SSPs worked with students with an undocumented or DACA status at a community college located in Arizona. In this section, I first provide the three primary research questions and secondary questions that I sought to answer. After offering a rationale for my study and discussing my methodological approach to this research, I describe the site I selected to conduct my study. This includes a description of the college, the student populations it serves, and state context in which it is situated. I explain my data-gathering techniques and describe how I validate my findings. I conclude by describing my strategies for analyzing my data and focus on my use of social network analysis as a methodological approach.

Research Questions

Three primary research questions guided my study. I developed my questions based on a review of related literature. I established my conceptual framework by connecting the concept of transformational resistance and the Critical Agency Network Model (CANM). I addressed the following research questions:

1. How do SSPs create networks at a community college to work with students with an undocumented or DACA status?
    a. What individuals and organizations are part of the networks?

2. What motivates SSPs to develop networks at a community college to support students with an undocumented or DACA status?
    a. How do beliefs of oppression and social justice influence the development of the network?

3. How does building networks serve as a strategy for SSPs to support students with an undocumented or DACA status at a community college?

Research question one provided the foundation to understand the development of networks at community colleges through which individuals work with students with an undocumented or DACA status. I examined the work of individuals who makeup the networks, as well as the strength of their ties (weak vs. strong). I focused on understanding the network formed by the individuals and aimed to uncover the methods used by individuals to create and maintain a network that works with students with an undocumented or DACA status. I also sought to know what individuals or organizations were part of a network.

Research question two aimed to identify the motivating factors that SSP's use when utilizing networks to support students with an undocumented or DACA status. I asked this question to better understand the rationale SSPs used when developing a network at the community college that works with a specific population of students.

Research question three was more conceptual in its foundation. It provided an opportunity to understand if and how the development of networks was helpful to SSPs working with students with an undocumented or DACA status. This question offered a chance to think beyond the current research so SSP's can develop strategies to support these student populations by developing and maintaining networks.

Approach and Rationale

I conducted my research using a case study design that utilized semi-structured interviews and document analysis to understand the networks of Student Services Professionals (SSPs) at Saguaro Community College (SCC). SCC is a pseudonym used to better protect the participants and institution in my study. By analyzing these different sources of information, I established a more comprehensive understanding of the development of a network and the potential changing of individuals within the network (Creswell, 2014; Stake, 2005). I used semi-

structured interviews and document analysis to identify emerging trends throughout my research process. When used together, I was able to more accurately triangulate my overall data collection in order to create a more robust understanding of a broader perspective of the themes that emerged from my analysis (Maxwell, 2005). This further validated my study.

I chose this approach because case study designs were useful when analyzing change processes (Kezar, 2011), which I am interested in understanding at SCC with regard to how SSPs support students with an undocumented or DACA status. I sought to interview SSPs who support students with an undocumented or DACA status at the college. Since these student populations are enrolled in more community colleges than universities, SSPs and other community college professionals are more likely to work with them than professionals at a university (Gildersleeve, 2010; Pérez, 2010). As I analyzed the individual efforts of SSPs at the community college, I remained focused on the social networks they formed or work within when supporting these student populations. The social networks were my primary unit of analysis.

Since social networks consist of different actors and relationships among them (Wasserman & Faust, 1994), they included individuals and organizations inside and outside of the higher education institution. The individuals in the networks were my secondary units of analysis. I primarily used the concept of transformational resistance to analyze the network among participants in my study because it focuses on their oppositional behaviors (Solórzano & Delgado Bernal, 2001). I sought to use the Critical Agency Network Model (CANM) to analyze the social networks among the individuals since it has been proven to be useful when understanding managerial professionals' roles in creating a program at a higher education institution (Kiyama et al., 2012).

Site and Population Selection

In my requests for research participants, I sought to receive responses from SSPs in Arizona higher education institutions. At the conclusion of my data collection, 12 out of 13 research participants identified themselves as working at one community college in the state, SCC. I then chose to focus my research on SCC as the primary site for my study. I included only the interviews and network drawings gathered from the 12 participants who worked at SCC in my study. Among the participants, four identified as SSPs, three identified as administrators/regents, and five identified as full-time or adjunct faculty members. I intentionally combined administrators and regents as a category, so to protect the identities of the small number of participants who are one or the other. Overall, I divided the participants into these three categories in order to offer a more focused analysis of their work in networks.

In order to maintain participant anonymity, I provide broad descriptions of SCC[4]. The SCC district is governed by a body of elected regents and has multiple sites throughout the county where students attend classes. The district serves several thousands of students each year with close to 70% of students attending part-time and close to 60% of students of color. SCC charges nonresident tuition rates to students with an undocumented or DACA status, therefore the enrollment of these student populations is small in comparison to the number of people with an undocumented or DACA status in the county. SCC is one of the largest employers in the region, employing thousands of faculty, administrators, and staff. This includes SSPs. In Arizona, where the college is located, over 24,000 youth have a DACA work permit (Migration Policy Institute, 2019). As discussed in the previous chapter, Arizona has a history of criminalizing immigrants and law enforcement interaction with the community members who

[4] The information about SCC was collected from the Saguaro Community College District website.

have an undocumented status (González de Bustamante, 2012). There are also numerous community groups, collectives, and nonprofit organizations in Arizona that work to improve the access to resources and safety for students and people with an undocumented or DACA status. These factors, although external to SCC, can influence the networks that SSPs develop to support these student populations. The types of networks used by SSPs to support students with an undocumented or DACA status is unknown and varies by different factors addressed in the literature.

Data-Gathering Methods & Validity

I utilized a qualitative research design through which I conducted an in-depth analysis of networks that exist among SSPs at one community college (Creswell, 2014). Qualitative design provides me with an opportunity to use intuition and remain flexible while reporting data that emerges from the study (Corbin & Strauss, 2008). Specifically, I conducted my research using a case study design that utilized two qualitative tools: semi-structured interviews and document analysis. By analyzing these different sources of information, I developed an understanding of the creation of a network over time and the potential changing of individuals within the network (Creswell, 2014; Stake, 2005). Interviews gave me an opportunity to identify emerging trends throughout my dialogue with SSPs in the networks that support students with an undocumented or DACA status. Analyzing different documents such as the community college's online messages on the college's website provided me with a sense of what is considered signs of support to students with an undocumented or DACA status.

In total, I conducted 13 semi-structured interviews with SSPs, faculty, and administrators/regents who support students with an undocumented or DACA status. I recruited participants through email, listservs, and social media platforms (Facebook and Instagram). I

specifically invited SSPs from across Arizona to participate in my study, since they remained a focus in my study. The individuals who chose to participate in my study included SSPs who work in orientation, advising, career planning, teaching, recruitment, and emotional support for students. All requests for research participants included a brief summary of the research purpose, participation criteria, and what participation in the study would entail. Each participant completed a demographic survey and consent form before agreeing to be interviewed. See Appendix A for my interview protocol and Appendix B for my demographic survey. The survey results allowed to me to determine if the individuals met the criteria to participate in my study. I conducted one interview with each participant between November 2018 and October 2019, and each interview lasted between 40 and 70 minutes. I developed my interview questions according to my three primary research questions and conceptual framework. The goal of the interviews was to identify how participants created and used networks to support students with an undocumented or DACA status attending a community college. I conducted the interviews primarily in-person and at locations chosen by each participant. I conducted two interviews through video calls. At the conclusion of my last interview, I reached a saturation point as the data being gathered became repetitive (Creswell, 2014). This semi-structured approach gave me the necessary space to be organized in my questioning, yet flexible. This flexibility was helpful as I sought to understand how a network originated and was maintained, if not expanded.

To begin the data collection process, I identified my initial interview participants based on previous meetings with educators at conferences and workshops that focused on access to higher education for students with an undocumented or DACA status. I then used a snowball interviewing technique (Creswell, 2014) to identify additional participants for my research by asking each participant to identify different offices they recommended I speak with regarding

their support of students with an undocumented or DACA status at SCC. While I anticipated that my interviews would lead me to additional semi-structured interviews with individuals external to SCC, including SSPs at other colleges, students with an undocumented or DACA status, and community members, I interviewed only SSPs, faculty and administrators/regents affiliated with the college. Overall, my approach provided me with data that helped me develop a foundational understanding of the networks that SSPs create or join specifically at one college in Arizona.

In addition to conducting interviews, I conducted a document analysis throughout my data collection process. Analyzing documents of the community college and institutional resources that relate to students with an undocumented or DACA status offered a more comprehensive understanding of the environment which students with an undocumented or DACA status must navigate and in which a network of supportive SSPs may form and exist at the institution. I collected and analyzed eight documents from the institution's online presence (website and social media). I specifically used documents including the college's organizational charts and website messages that related directly to students with an undocumented or DACA status[5]. Document analysis helped me understand if and how the specific documents and other applicable content influenced professionals at the community college who support these student populations.

Data Analysis

Overall, I used inductive logic to analyze the data I collected from participant interviews, observations, and documents. I used an emergent coding strategy in order to more completely identify the patterns that emerged from the online documents and participant interviews (Corbin & Strauss, 2008; Maxwell, 2005). I also used emergent coding after comparing the documents

[5] These data derive from an institution's documents. To maintain anonymity for the institution, I omit these specific references.

with the participant interviews. I used Dedoose software and spreadsheets to organize my findings and coordinated a hierarchical system that helped me turn my categories into themes (Creswell, 2014).

I used technology to record and transcribe all interviews with the permission of the participants and created memos during and after each interview to ensure the participant's narrative was captured accurately. Additionally, I provided paper and pen to each participant and gathered drawings from all participants that depicted networks they discussed during their interview. At the conclusion of each interview, I gave participants an opportunity to email me additional thoughts regarding their networks. Two participants sent emails with additional explanations about their network drawings. Each drawing served as further validation of my findings (Creswell, 2014). The drawings also helped me develop models displayed in the next chapter. My approach allowed me gain a deeper understanding of participants' perspectives, relationships among each other, and their networks.

Before conducting interviews and analyzing documents from the college, I used a deductive approach to anticipate a set of themes I might see within the data. Using open coding, I considered educators being frustrated with immigration policies, the importance of relationships among educators, and a feeling of risk when supporting students with an undocumented or DACA status. I established these themes based on the research discussed in the previous chapter. Faculty and staff at higher education institutions are known to resist their institution and push for change with regard to supporting these student populations (Chen & Rhoads, 2016). The sensitive nature of the work to support students with an undocumented status and other minoritized student populations also established the need for close relationships in past studies (Kezar & Lester, 2009; Chen, 2013). Additionally, higher education faculty and staff were

known to experience a sense of risk when supporting these student populations (Chen, 2013; Chen & Rhoads, 2016). I also anticipated that participants in my study were involved in networks with colleagues based on the empirically documented ways that educators use networks to create change in higher education institutions (Astin & Leland, 1991; Hart, 2007; Kezar et al., 2011; Kezar, 2010; Kezar & Lester, 2009). After inerviewing three participants and using Dedoose software to conduct open coding for the transcriptions, I identified additional themes that centered around showing support to students with an undocumented or DACA status. I continued using open coding while conducting a rigorous read of all transcripts. In seeking to identify relationships among the open codes, I used axial coding to develop more theoretically rich codes. As a result, I organized my anticipated and emerging codes into four primary categories: the importance of visible support, educators' values not aligning with the institution's values, the importance of relationships among educators, and a feeling of risk among educators who support students with an undocumented or DACA status.

My final primary category, networks as strategies of support, became clear throughout my interviews. However, after my data collection ended, it became clear that SSPs, faculty and administrators/regents used networks in different ways, if at all. I, therefore, decided to create three sub-categories to show how SSPs' networks: provide support and care, provide information, and hold space for knowledge sharing.

Since my coding led me to understand that social networks were prevalent among participants, I wanted to depict the existence of networks and different individuals involved in each. I identified that these networks included relationships and work with individuals internal and external to the community college. I found it most useful to use the Social Network Analysis as a way to display my findings and further discuss relationships among individuals in networks.

Social Network Analysis as a Methodological Approach

To further understand the social networks developed among SSPs and other colleagues when supporting students with an undocumented or DACA status at a community college, I grounded my methodological approach in Social Network Analysis (SNA). This type of analysis originated in the fields of anthropology, sociology, and social psychology, and continues to be used in the social and behavioral sciences, business, and higher education research (Rios-Aguilar & Deil-Amen, 2012). SNA was applicable to my study because I am analyzing the networks among SSPs and other individuals. Networks are groups of interdependent actors in relationship with each other (Clarke & antonio, 2012). SNA is useful when studying structured social relationships, like those that likely exist among the SSPs and other individuals in my study (Wasserman & Faust, 1994). I found SNA useful because it helped me make sense of the relationships and ties between individuals, as well as better define what these relationships meant (Wasserman & Faust, 1994). SNA acknowledged the interdependence among individuals and other entities by highlighting ties that connect them. Ties were impacted by different factors which determined their strength (Clarke & antonio, 2012). The factors included "the amount of time, the emotional intensity, the intimacy (mutual confiding) and the reciprocal services" (Granovetter, 1973, p. 1362) which determined if a tie was weak or strong.

Although SNA is typically used in quantitative research, I used this analysis to guide my qualitative methodological approach because it provided a clear way to identify a network and the relationships among the individuals in the network. SNA also helped me determine my interview questions and provided a clear framework for testing my use of the Critical Agency Network Model (CANM) and concept of transformational resistance when attempting to understand the networks SSPs develop to support students with an undocumented or DACA status.

In my study, I chose to visualize the network among participants by applying SNA in three stages. First, I depicted participants and other actors mentioned in an undirected binary network that showcased the existence of relationships between actors (Yang, Keller & Zheng, 2017). I identified relationships with a line and based on whether or not participants in my study identified another actor they work with to support students with an undocumented or DACA status. Second, I explored the direction of the relationships between actors using a directed binary network (Yang et al, 2017). This led me to add a directional arrow to the lines previously drawn in the undirected binary depiction. I directed an arrow to a network actor if they were a receiver of information and away from an actor if they were a sender of information. Directed lines had an arrow on one side. Reciprocal lines had an arrow on both ends to represent a symmetrical relationship. I concluded the use of SNA by establishing a valued network among participants and other actors they mentioned connecting with in their networks. I depicted these types of networks using SSPs as examples. I discuss my reasoning for focusing solely on the depiction of valued networks for SSPs in the next chapter. The values assigned to the relationships were based on Wasserman & Faust (1994)'s definitions of actors and relational ties to identify the SSPs and linkages between them. Granovetter (1973)'s factors that impact the strength of ties (time, emotions, intimacy, and reciprocity) helped me determine if ties between SSPs and other actors were weak or strong. I defined the determining factors of strong and weak ties in Table 4.3.

Table 4.3.

Factors that Cause Weak and Strong Ties in a Network

		Definitions and Operationalizations	
Source	Factor	Strong Tie	Weak Tie
Granovetter (1973)	1. Amount of time knowing / working with each other	Participant acknowledges they are in relationship with another network actor for more than 6 months.	Participant acknowledges they are in relationship with another network actor for less than 6 months.
	2. Emotional intensity	Clear connections between participant and network actor's connections to personal immigrant experiences.	Vague or missing discussion about participant and network actor's connections to personal immigrant experiences.
	3. Ability to confide in and trust each other (intimacy)	Participant discussed sense of trust in another network actor, often based on visible actions that build trust.	Participant mentions another network actor, but does not discuss trust with them or visible actions that build trust among them.
	4. Evidence of reciprocity	Participant clearly defines what they receive from another network actor. Discussed in interviews. Depicted in drawings.	Participant does not clearly define what they receive from another network actor. Not discussed in interviews. Not depicted in drawings.
Clarke & antonio, 2012)	5. Similarities between individuals in the network	Participants shares similar type of work by title and discussion of their work at SCC.	Participants do not share similar type of work by title and discussion of their work at SCC.

In my study the ties among SSPs and other actors were strong if they had a majority of the factors from Table 4.3. The strength of ties became clear from the coding. For instance, if two SSPs were working together on supporting students with an undocumented or DACA status for one year, consistently relied on each other for resources to help these student populations, and highlighted the trust they had in each other, I considered this a strong tie within their

network. On the other hand, SSPs who had less than the majority of factors had weak ties with other actors. SSPs with weak ties were individuals who gathered resources from another SSP inconsistently or without clear intention, did not share resources with other actors, and had different beliefs than the actors with whom they work (Clarke & antonio, 2012).

In my study, I applied the SNA methodological approach through my conceptual framework which consisted of the concept of transformational resistance and the Critical Agency Network Model (CANM). My conceptual framework served as a lens to understand the network that I describe using social network analysis. The network consisted of social relationships between individuals and organizations who support students with an undocumented or DACA status. Transformational resistance and CANM helped me analyze the data I gather from the individuals in the network. As individuals, I saw where all participants existed within the transformational resistance quadrants in their efforts to support these student populations. I paid particular attention to SSPs in the transformational resistance quadrant, since their network was central to my study. After applying the CANM framework and understanding how the SSPs and others work in a network, I understood how their placement in the quadrants looked collectively. Overall, SNA guided the way I applied the concept of transformational resistance and CANM to my study as I sought to understand individual SSPs' motivations and relationships in the networks they develop to support students with an undocumented or DACA status.

Positionality

I am a white, cisgender, U.S. Citizen man who grew up in New Jersey with whiteness as the frame from which I functioned. Today, I am a teacher, scholar, and Student Affairs professional living in Arizona, who works to unlearn my inherently racist, anti-Black, and white supremacist learnings as I struggle for equity and fight for the liberation of all people. I work and

conduct research from a place of love and solidarity and with an understanding that my role in the struggle for liberation is as a co-conspirator because of my identity privileges.

In 2005, I became acutely aware of the ways higher education institutions create barriers to college enrollment for students with an undocumented status. As a Student Affairs professional working in Arizona at the time, I saw how federal laws blocked students with an undocumented status from accessing federal TRiO programs. In 2006, I felt the devastating impact of Proposition 300 on college access and watched the ways such a dehumanizing law harmed the overall well-being of students with an undocumented status. My experiences led me to develop a deeper understanding of the connections between the inherently racist and white supremacist U.S. immigration and education systems, and more specifically my role in both. As someone who fight for social justice and believes in equity and the right to an education, I sought to create ways that could support students with an undocumented or DACA status in their pursuits of a higher education. My career trajectory took me to community colleges, universities, and nonprofit organizations and helped me developed skills needed for this work by learning from leaders already opening access to education for youth with an undocumented status across the U.S. For more than ten years I worked with youth and educators to create programs dedicated to connecting students with an undocumented status to resources needed to apply, enroll and receive funding in college. I developed and conducted over 100 training sessions for educators on how to work with and for students with an undocumented or DACA status and advised hundreds of students from mixed-immigration status families on their college and financial aid options. My work gave me insight into the needs of colleagues, teachers, and students with an undocumented or DACA status who are leaders in the migrant justice movement. It made me a stronger co-conspirator and educator. As a result of engaging in this work for over 10 years, I

understood the potential risks involved with my work but also the importance of being visible with my support of students with an undocumented or DACA status. I also developed a strong social network that became important in my ability to find participants for my research study.

Since most of my work is situated in Arizona, I am positioned well to access research participants at higher education institutions in the state. My networks gave me over ten years of opportunities to build trust with colleagues, parents and students, and essentially made it possible for me to conduct this research with integrity. I describe my journey because my positionality shows the embedded assumptions and biases that informed my data collection and data analysis.

The narratives from my participants that I share throughout the next chapter resonate with me and my experiences with students. The recommendations I offer in the final chapter also serve as personal reminders about the ways we, as scholars, teachers, and Student Affairs practitioners, must fight to make sure students with an undocumented or DACA status have access to higher education and freedom from oppressive structures that demonize their existence.

Limitations

Limitations of this study go beyond the generalizability concerns associated with qualitative research. First, my use of semi-structured interviews in a case-study research design gave me a chance to code emerging themes from my data, but serve as a limitation since the thematic codes are determined by my personal interpretations. Second, I interviewed professionals who work with a minoritized population of students that often exists in the shadows so as not to reveal their undocumented status. As such, the individuals whom I interviewed represented a population who felt comfortable revealing their work with these student populations. There may be individuals who do not want to openly discuss their experiences working with this population. Third, by relying on a snowball technique to find

professionals whom I can interview, my interviews are limited to the individuals to whom I am led. This meant I relied on participants to lead me to other educators I could interview. Finally, I was interested in understanding the networks between individuals, yet I assumed that participants I interviewed were only revealing certain parts of their networks that are overt. Some participants, in fact, spoke about networks in ways that they remained broad and indeterminable. My understanding of the networks therefore, remains limited by what participants shared.

Now that I laid out a foundational understanding of the purpose of my study, comprehensive review of the literature and a clear methodology to conduct the research, I move into the next chapter. There, I will discuss my key findings from my study.

CHAPTER 5: FINDINGS

In this chapter I describe the networks that encompass the ways Student Services Professionals SSPs support students with undocumented and DACA statuses at Saguaro Community College (SCC), an institution located in the southern part of the U.S. The networks include SSPs, educators affiliated and not affiliated with SCC, as well as organizations and institutions external to the college. To explore the ways in which educators' roles play a factor in the development of networks, I group them into three categories: 1) Student Services Professionals (SSPs), 2) Faculty (adjunct and full-time), and 3) Administrators/Regents. These categories reflected their personal job responsibilities and also tended to be important lines of demarcation for the analysis offered later in the chapter. In the first section of this chapter, I highlight profiles and offer brief descriptions of participants in my study according to each category.

After describing the profiles of participants in this first section, I provide findings from my study in four additional sections. In the second section, I discuss networks at SCC by paying particular attention to who is in networks and how they are created. By offering a foundational understanding of the individual network actors, I am able to provide a better picture of how SSPs create networks at SCC to support students with an undocumented or DACA status. I focus on SSPs because they are the educators in my study who openly describe how they participate in acts of resistance and clearly describe individuals who are in their network. It is in this section that I discuss ways that SSPs and other network actors resist the state and institutional policies that hinder access to college for these student populations. After discussing the individuals within networks at SCC, I offer a third section in which I use a social network analysis lens to depict and explain the network among SSPs and other network actors. I build on this analysis in

my fourth section by explaining what motivates SSPs to develop networks at SCC as ways to support students with an undocumented or DACA status. I specifically focus on how network actors, including SSPs, showcase motivations for social justice and critiques of social oppression within their acts of resistance to the college's limited support of these student populations. These two intersecting dimensions were used to establish the concept of resistance, and therefore create four different oppositional behaviors described below (Giroux, 1983a, 1983b). I primarily focus on discussing how SSPs fall within the transformational resistance quadrant in order to explore my original hypothesis (Solórzano & Delgado Bernal, 2001).

In addition to discussing the two intersecting dimensions that comprise transformational resistance, (1) guided by social justice and (2) critiquing oppression, I offer a third intersecting dimension called *perceived risk* (Slovic, 2000). That is, supporting students with an undocumented or DACA status given contemporary xenophobia and anti-immigrant social policy entails a certain amount of risk (Chen & Rhoads, 2016). As this analysis relied on semi-structured interviews as the primary source of data, I was not able to accurately assess the risks the participants encountered doing this work. However, I was able to assess their *perceived risk* as this came up often in the interviews. This concept was salient throughout my interviews with educators at SCC, and therefore, warranted a further discussion about the ways perceived risks influence the ways educators support students with an undocumented or DACA status.

I close this chapter with a final section that centers how networks are used as strategies for SSPs to support students. I discuss SSPs' connections to one major organization that is external to SCC. In fact, all SSPs, faculty, administrators/regents in my study rely on the organization for information when supporting students with an undocumented or DACA status. I close this final section, and subsequently this chapter, by discussing how networks serve as

places of care and support for SSPs' strategies to resist the college, state and other entities that block access to college for these student populations. I begin with a discussion about network actors.

Networks and Network Actors at SCC

It is well-documented that community college educators frequently use their roles to either maintain discriminatory campus environments (Contreras, 2009; Pérez & Cortés, 2011) or remove obstacles in higher education for students with an undocumented and DACA immigration status (Contreras, 2009; Muñoz & Maldonado, 2012; Pérez, Muñoz, Alcantar, & Guarneros, 2011; Suárez-Orozco et al., 2015; Chen & Rhoads, 2016). Similar to previous research which identified examples of higher education staff and faculty who support these student populations, my research uncovered ways that higher education staff and faculty at Saguaro Community College (SCC) also support these student populations. In my study, all participants use their roles to support students with an undocumented and DACA immigration status, but in different ways. Their definitions of support, the extent to which they remove obstacles, feelings of risk when supporting students, and reasons for supporting differ among participants. In addition to discussing my findings based on research participants in each category, I discuss research participants within each category based on what they shared during a semi-structured interview and drawing exercise where they visually depicted their networks. I offer all participant's drawing per category in the subsequent sections in Appendix C. I modified them to remove identifiable information. To begin, I note the categories in Tables 5.1.1 through 5.1.3 where I provide demographics for all research participants in my study. This provides a better understanding of who participated in my research and from whose perspectives the networks can be understood.

Table 5.1.1.

Demographics of SSPs

	Bettina	**Octavio**	**Lorenzo**	**Jasmine**
Role at institution	SSP	SSP	SSP	SSP
Racial/Ethnic identity	Latina/o/x	Latina/o/x	Latina/o/x	Asian American/Pacific Islander
Gender	Female	Male	Male	Female
Is undocumented?	No	No	No	No
Has DACA?	No	No	No	No
Has family members with an undocumented or DACA status?	No	No	Yes	Yes
Has friends with an undocumented or DACA status?	Yes	Yes	Yes	Yes
Work with students with an undocumented or DACA status	Yes	Yes	Yes	Yes
Number of students with an undocumented or DACA status you work with per semester	10-20	20	5-10	1-5

Table 5.1.2.

Demographics of Administrators/Regents

	Gloria	**Edward**	**Daniella**
Role at institution	Administrator/Regent	Administrator/Regent	Administrator/Regent
Racial/Ethnic identity	Latina/o/x	White	Latina/o/x
Gender	Female	Male	Female
Is undocumented?	No	No	No
Has DACA?	No	No	No
Has family members with an undocumented or DACA status?	Yes	No	No
Has friends with an undocumented or DACA status?	Yes	Yes	Yes
Work with students with an undocumented or DACA status	Yes	Yes	Yes
Number of students with an undocumented or DACA status you work with per semester	unsure	2-4	Less than 100

Table 5.1.3.

Demographics of Faculty

	Gabriel	Anita	Emma	Elisa	Julissa
Role at institution	Faculty	Faculty	Faculty	Faculty	Faculty
Racial/Ethnic identity	White	White	Latina/o/x	Latina/o/x	Latina/o/x
Gender	Male	Female	Female	Female	Female
Is undocumented?	No	No	No	No	No
Has DACA?	No	No	No	No	No
Has family members with an undocumented or DACA status?	No	No	No	No	No
Has friends with an undocumented or DACA status?	Yes	No	No	Yes	Yes
Work with students with an undocumented or DACA status	Yes	Yes	Yes	Yes	Yes
Number of students with an undocumented or DACA status you work with per semester	Couple each semester. Some choose not to identify.	Unsure	0-1	~20	5

The three tables show who participated in my study, as well as some general demographics about them. The identities of all participants are protected in three ways. First, I used pseudonyms in place of the participants' real names. Second, the age of participants was removed. Since age was not considered a factor in my analysis, I removed it to better protect the identies of the participants. Third, the gender listed in the tables above does not necessarily represent the gender each participant provided. Accordingly, most of the educators who chose to participate in my interviews were faculty. Among the participants, no one identified as have an undocumented or

DACA status, but in general, most participants knowing someone who has an undocumented or DACA status. While there is a large range representing the number of students from these populations that the educators work with, all participants acknowledged working with students with an undocumented or DACA status. I explain the participants further and by educational category in the following sections.

Student Services Professionals.

Student Services Professionals (SSPs) are educators in community colleges that are primarily responsible for recruiting, orienting, and retaining students. Their roles are varied because their daily jobs often span across different functions of a college (Cohen & Brawer, 2008). This is similar at SCC. From the participants in my study, I identify Octavio, Lorenzo, Bettina and Jasmine as SSPs because their roles are directly related to recruitment, orientation, and retention of students with an undocumented or DACA immigration status. While all SSPs in my study connect to orientation services to students, their primary roles with students differ. Octavio and Lorenzo served primarily in admissions roles and focused on recruiting students into college. Octavio recruits high school students to SCC, while Lorenzo helps SCC students transfer to Sunshine University (SU), a university located in the southern U.S. that has a longtime partnership with SCC. Bettina and Jasmine focus their time on retaining students through their different offices which offer advising support and advocacy of students on a daily basis.

When asked to draw a network to which they are connected and from which they find support to help students with an undocumented or DACA immigration status, Octavio, Lorenzo and Jasmine offered names of individuals, organizations, and institutions with whom they connect. In particular, Octavio and Jasmine named each other in their drawings and interviews.

Though she was mentioned in Octavio's network, Bettina did not offer names of individuals in her network. Instead, she provided an abstract drawing that depicted the ways a network functions within the current immigration and education systems. Her drawing is displayed later in this chapter.

Adjunct and Full-time Faculty

Many scholars discussed the roles faculty play in the support of students, especially in change efforts on college campuses (Kezar, 2010; Slocum & Rhoads, 2008). Some scholars noted that faculty participated in networks that support students with an undocumented or DACA immigration status in previous research, as well (Chen, 2014; Chen & Rhoads, 2012). Faculty at SCC also appear to play a role in networks as they find ways to support these student populations. In my study, this includes full-time and adjunct faculty, whose roles at a community college span across the boundaries that otherwise separate faculty and staff at universities. At SCC, like many community colleges, faculty find themselves serving in positions that align them with the responsibilities of SSPs sometimes more than faculty. Gabriel, a SCC adjunct faculty member, best defines this dual role. He says,

> So, most of my students, I'm teaching night classes, tend to be an older adult population. So, they have certain work needs and/or financial aid needs that I can help connect them to. And oftentimes the advising offices are closed, so I have to kind of stand-in and work with the students to find answers with them.
>
> (Gabriel, adjunct faculty)

Five faculty members participated in my study. Emma, Anita and Julissa are full-time faculty members in different departments at SCC. Gabriel and Elisa are adjunct instructors who work in different educational institutions in addition to teaching at SCC. Gabriel and Anita's

drawings of networks showcase how they view the support that students with an undocumented or DACA status need. Their images, found in Appendix C, highlight their feeling of being siloed when trying to support these student populations. Anita, in particular, identifies stories of students that she supports, yet draws a network with a connection to one entity, Justice Org. Although Julissa provides a glimpse into what networks exist at SCC, she offers no names and little details about them except her knowledge that they exist. Similarly, Elisa offers a glimpse into names of individuals whom she trusts in her networks at Sunshine University and SCC. Still, Elisa's offering of individuals leaves little context to understand the network and how it works. She, in fact, appeared siloed.

Emma, a full-time faculty member at SCC, provided a comprehensive look at a network she connected with to better understand and support students with an undocumented or DACA status. As an instructional faculty, she describes how she pulls on resources from community organizations, counselors, and faculty at a nearby university. She also highlights a connection to SCC's Diversity Office, which is run by Gloria, another participant in this study and administrator/regent at the college. Though her drawing depicted a network, she said that she was unaware of networks that specifically exist at SCC which support these student populations. Emma says, "I don't know of any. I know there's things happening and going on. I just, I'm not involved in them directly." Her lack of awareness led to a depiction of a network that appears more grounded in position titles, instead of specific individuals.

Administrators/Regents

The networks provided by administrators/regents are broad in scope and offer a vision of support and resources. Networks are discussed in broader ways, when compared to some SSPs. Participants' reasoning for being broad can be for many reasons, including the need to keep the

names of individuals and perhaps their networks itself protected. Drawings, like what Daniella, provided showcase an administrator/regent's analysis of networks through a more visual and abstract representation of "Arbol de la vida." This tree of life holds a strong trunk in the middle, which is representative of Daniella, as she stated. The roots represent underground networks of individuals who support students with an undocumented or DACA status. She acknowledged the existence of networks when she said,

> But there are networks that are helping underground, overtly and un-overtly to help all of these young people who are waiting to be blossoming in every sense of the word: professionally, personally, emotionally. And like I said, some will be in the baskets and these are the ones that are ready to go. But the ones that fall down and rot are <she stops>.
>
> (Daniella, administrator/regent)

While Daniella is aware of networks, she interprets the question about networks in a way that seems protective of the network's existence. Her drawing sheds light on how she, as an administrator/regent, views her role at SCC. By depicting herself at the center of the picture, she sees herself as "the bridge or I'm the liaison to both, to the network and also to the students. I bring stability perhaps, or the resources that are needed." One of Daniella's roles in the networks appears to be centered on the idea that she protects it.

The depictions of networks from SSPs, faculty, administrators/regents offer different ways that networks may exist at SCC. Before understanding what the networks may do for individual actors at the college, I offer findings from the participants in my study regarding their beliefs in supporting students with an undocumented or DACA status. Such beliefs lay the

foundation for understanding how they develop networks, and offers a more complete understanding of how networks are utilized by different actors at SCC.

How Networks are Created at SCC

Networks are used as tools for creating solutions and change in higher education institutions (Astin & Leland, 1991; Hart, 2007; Kezar et al., 2011; Kezar, 2010; Kezar & Lester, 2009). Among different examples, networks are used by students engaging in classes (Rios-Aguilar & Deil-Amen, 2012) and among higher education professionals creating change on campus for marginalized populations (Kiyama et al., 2012). Such connections also exist among university faculty and staff who participate in a network to specifically support students with an undocumented status (Chen & Rhoads, 2012). To better explain how educators develop networks to support students with an undocumented or DACA status at SCC I discuss the research participants' reasons for supporting these student populations. I divide their reasons into four areas: 1) the need to show visible and explicit support, 2) the impact of relationships and building trust, 3) the misalignment of values with the institution and 4) the forms of individual resistance to the institution's treatment of students with an undocumented or DACA status. After discussing the reasons below, I examine how the networks are developed to support these student populations.

Visible Support, Explicit Stance

In my study, all SSPs, faculty, administrators/regents believed in the need to show explicit, visible support for students with an undocumented or DACA status. For administrators/regents, visibility was crucial because it showed public support to students. When speaking about a public event she helped organize to show support to students with an undocumented or DACA status attending the college, Daniella said, "Announcing it and telling

[students] and showing who's there to support and having a face of someone passing out business cards to them, helped really give them relief in knowing that there is support for them." Daniella perceived the visible support to be a sign to students that SCC supports its students with an undocumented or DACA status. Bettina, one of the SSPs, noted that this same event had few students in attendance. While she valued the visible support, she stressed that the event served as a place for faculty and staff to ask questions about the rights of students with an undocumented or DACA status.

In general, faculty and SSPs approached being explicit and showing visible support to students with an undocumented or DACA status differently than administrators/regents. Most of my participants in these categories agreed that visibility was important to show students their support. However, for some SSPs and faculty members, explicit support is used to determine who they can trust when guiding students to other SSPs and faculty for support. For Julissa, a full-time faculty member, visible support for students serves as one of the most important ways for her to identify colleagues with whom she can work. She uses tools, like posters on her door to measure a colleague's interests in supporting students with an undocumented or DACA status. Julissa said,

> Well first I have a poster outside my door that state's the organization that supports students with an undocumented or DACA status. So, once I start hearing comments about, about it, I kind of get more of a sense to see how they feel. And then I'll ask, "Have you any, have you ever had an undocumented student in any situation that you had to maneuver?" And that's usually how I get a sense of how they, what their perspective is, on DACA and students with an undocumented or DACA status to see if they're safe. And

> like I said, I never give them any personal information on any student. But I do see how they have worked with others to get a better sense of: is this person safe or not?
>
> (Julissa, full-time faculty)

Elisa, an adjunct faculty member, expressed similar thoughts. After describing the individual SSPs and faculty members she turns to for resources when supporting students with an undocumented or DACA status, she explained how she chooses these colleagues.

> Because I see them in doing work for not just students with an undocumented or DACA status and DACA students, but I see them doing work for other movements too. They talk to their students about things, like whether I was in their class or we talk about what they're doing in their class. So, they're more, I see them actually being more about creating change. They're putting in that work. They're talking to people. They're making statements.
>
> (Elisa, adjunct faculty)

Bettina, Jasmine, Lorenzo and Octavio expressed the need to be vocal and explicit about their support for students with an undocumented or DACA status. Similar to Julissa, a poster on a door showing support for these student populations was important to Octavio. He spoke confidently about hanging the same poster that Julissa has on her door.

> I try to put mine up. I have one on the other side too, so when the door's closed they see it either way. "Undocumented and DACA students can go to college." You know we need to be more visible. We need to get more people involved here that support students.
>
> (Octavio, SSP)

Bettina also shared about the importance of a poster on her office door with a message similar to what is on Octavio and Julissa's doors. For Bettina, the poster was part of the bigger picture of

support for students. She and Octavio also shared how, like posters, conversations with colleagues serve as a way to measure the support for students with an undocumented or DACA status from colleagues. When asked about with whom she works to support these student populations, Bettina shared,

> I'll work with colleagues who are sympathetic and have expressed to me in some way that they're sympathetic to students in general but specifically friendly to students with an undocumented or DACA status. There are individuals and institutions that have made it known that they are not friendly to students with an undocumented or DACA status so I will not seek assistance from those individuals.
>
> (Bettina, SSP)

The visibility and explicit support from SSPs, faculty, administrators/regents remain important for different reasons. The use of explicit support as a measurement of trust is crucial in identifying other network actors. In some ways, the posters on educators' doors serve as connections among educators at SCC. While posters serve as a sign of which educators may be aware of ways to support students with an undocumented or DACA status, the posters do not signal who is in a network. Anita, another full-time faculty member at SCC, shared stories about the use of posters on her door and colleagues' doors. However, when asked to speak about a network at SCC that supported these student populations, she was unaware of any, nor was she connected to any networks. Instead, she spoke about C4IY, an organization that she supports and which serves as her only source of information when thinking about support for students with an undocumented or DACA status.

Symbolic forms of support like posters, can serve as an important visible expression of support for students. But, perhaps more importantly, posters can serve as conversation starters

and part of a larger measurement of support from other SSPs, faculty, administrators/regents at the college. The examples above lead me to discuss the ways trust is measured and relationships are created, which I speak to in the next section.

Impact of Relationships and Trust

Trust is an essential factor to building support for students with an undocumented or DACA status. Students develop trust with college staff when it is clear that the staff is knowledgeable of the students' experiences (Contreras, 2009). This becomes increasingly important in state environments that have a history of xenophobic and anti-immigrant policies and rhetoric, like the state where SCC is located. At SCC, having a relationship with a fellow colleague and developing trust among each other served as important factors in the development of networks among SSPs, faculty, administrators/regents. SSPs discussed the relationships and trust most clearly throughout their interviews and drawings. For SSPs like Jasmine, she struggled to identify many SSPs or faculty whom she trusted to have answers to the questions she had regarding the support of students with an undocumented or DACA status. She expressed the importance of having personal relationships with some colleagues in order to feel confident and comfortable in connecting a student to them for support.

> Well one of the ways that I would define this is really personal relationships. So again like when it comes to supporting any underrepresented student population I really try to establish personal connections and personal relationships because I think when you deal with a situation, for instance with a DACA or undocumented student I would prefer to hand them off to someone that I trust and someone that I know that will support the student.
>
> (Jasmine, SSP)

For Jasmine, trust is essential in building relationships or connecting students to fellow SSPs. Similar to what Bettina and Octavio alluded to in their interviews, Jasmine acknowledged how important it is to measure a colleague's knowledge and care of students with an undocumented or DACA status through conversations and interactions. When asked how and why she trusts certain individuals at or outside of SCC, she explained,

> I think that they have, through personal example or experiences that I've had and in the reputation of their actions. I also feel like there is an alignment of values and ethic of care when it comes to how they would treat DACA and students with an undocumented or DACA status.

(Jasmine, SSP)

Despite SSPs' individual notions about their support of students, it was evident that it required a lot of effort for SSPs in my study to identify many educators at SCC whom participants could trust. Like Jasmine, Octavio and Lorenzo expressed that relationships were important in understanding who they could work with in the support of these student populations. Octavio and Lorenzo both identified the same SSP in their networks. When asked why he worked with that colleague, Lorenzo explained:

> In the short time, even in less than a month that I was in my position, we built a really strong relationship. We have a lot in common. We both came to the States undocumented at some point. In our lives, we've both taught ourselves English, progressed through higher education. We're actually from the same state in Mexico. So, there were a lot of connections that just made us like almost automatic friends.

(Lorenzo, SSP)

Lorenzo's explanation furthers a discussion about how having similar lived experiences influences the trust and relationship between SSPs. Throughout their interviews, Octavio, Lorenzo, Bettina, and Jasmine, each shared how they are personally connected to the college access issues faced by students with an undocumented or DACA status. They either personally experienced obstacles to education when they formerly had an undocumented status or knew family or friends with this status. Either way, their personal experiences contributed to their understanding and belief in the need to support students from these populations.

This remains evident for administrators/regents and some faculty. Julissa, a faculty member, works with other faculty to support students with an undocumented or DACA status only if she knows they are more understanding of these student populations.

> In terms of the faculty that I work with, they are the ones that I go to because I know that they are more understanding of and that I know they are supportive themselves of DACA and students with an undocumented or DACA status. So again, it's all about who do I feel safe asking these questions to.
>
> (Julissa, full-time faculty)

In contrast to Julissa who is aware and connected to networks that support students with an undocumented or DACA status, Anita is a full-time faculty who is not connected to any type of network. She is also the only participant in my study who speaks about her experiences with students from refugee backgrounds, but has little, if any experience working with students with an undocumented or DACA status. Anita's lack of interaction with and unclear support for these student populations appear to place her in a siloed position where she does not refer to other actors in a network for support, nor is she referred to by other actors. While it was important to note Anita's placement at SCC, she is an outlier in my study.

For administrators/regents, relationships and trust do not appear to play an important a role in determining whom to work with at SCC, as they do for SSPs. It is clear from some of their drawings of networks that relationships matter (see Appendix C), but the networks at SCC are not spoken about or defined as clearly in their drawings or descriptions. When asked why he trusts the actors he is connected to within the networks he drew, Edward, an administrator/regent, said, "That's a good question. I'm not sure it's that. [He paused.] I mean these students, for the most part are doing this on their own. A few are followed by me to people."

Relationships were more important outside of SCC for administrators/regents in my study. Edward, Daniella, and Gloria each referred to external organizations with which they work outside of SCC to support students with an undocumented or DACA status. Daniella spoke about the relationships she develops from dialogues with colleagues in similar administrative roles at other colleges,

> It's not a matter of that I think they have the answer. It's just opening up the conversation, the dialogue of raising awareness and identifying each other you know. Oh yeah. I go through this experience, too or I have these students, too. I would say it's more that.
>
> (Daniella, SCC administrator/regent)

Edward, similarly, spoke about his trust in outside organizations like C4IY. When asked what makes him trust C4IY, he said, "From experience. From students that I've referred to in past students that. And from in some cases gaining the knowledge I know from these organizations themselves." Edward's trust is reliant on his own experiences with the organization and seeing how students her worked with were helped by the organization.

Jasmine, Lorenzo, Julissa, Daniella, and Edward identified how relationships play a role in determining whom they trust at SCC. For some, the relationships inside the college are more essential to developing a network than to others. Participants in my study note that they identify individuals who they trust or work with by seeing them in action, hence visible and explicit support is essential. This includes seeing individuals work with a student from an immigrant background or hearing them interact with a colleague when speaking about immigration. This also included seeing how other individuals participate in acts of resistance at SCC because their values are not aligned with the SCC's treatment of students with an undocumented or DACA status. I now discuss individual misalignment and acts of resistance as the final part of this section.

Educators' and SCC's Values are Misaligned

I looked at how educators in my study were aligned or misaligned with the values at SCC regarding support of students with an undocumented or DACA status. To be openly misaligned meant an educator in my study was likely able to discuss their acts of resistance to the institution. Resistance was central to my study as I discuss it great detail later in this chapter.

Eight of the 11 participants in my study did not believe their individual support of students with an undocumented or DACA status was aligned with the ways SCC supports these student populations. However, I only included seven of the 11 participants in the category of "misaligned values." I chose not to include Anita in the category of misalignment because while she noted that her values and SCC's values are misaligned, she did not discuss or provide examples of her misalignment with SCC based on how she supports students with undocumented or DACA status at SCC. Gabriel, Daniella and Gloria believed the ways they support and the college supports students is aligned. Gabriel believed the college is doing all it can to support

students, noting that "all our hands are tied," while Daniella and Gloria, two administrators, shared that it is part of their job duties to address misalignment of values between the college and some staff and faculty. For Gloria and Daniella, they are in a college leadership role that determines some of the SCC's values as a college, so it was difficult to be misaligned with the college. They also referenced memos written by SCC administrators and regents regarding the support of students with a DACA status. These memos included statements of support for lowering tuition rates for students with a DACA status and keeping the DACA program.[6] For many of the participants in my study, the memos did not turn into actions. Interestingly, Daniella expressed her misalignment with some policies impacting students with an undocumented or DACA status. When asked about how she does or does not align with policies, she shared,

> I think for policy wise, I think we can do more. And that's something that I think we need to work on. And we can't make people be empathetic to certain groups of people, but I think through education, through doing workshops, through educating the internal community of what it is, somehow we can help support DACA and students with an undocumented or DACA status.
>
> (Daniella, administrator)

Misalignment also existed for Edward, another administrator/regent at the college. Though he also has the ability to determine many of the values of SCC, Edward found himself misaligned with the college and state on the issue of support for students with an undocumented or DACA status. He said, "So I believe that I am at odds with the administration to a certain extent and with the policy, some of the policies of the college in terms of what could be done versus what is being done."

[6] These data derive from memos on the college's website. To maintain anonymity for the institution, I omit these specific references.

Edward and Daniella's beliefs are similar to all SSPs, Elisa, Emma, Anita, and Julissa. When asked if they believed their values were aligned with the values of the college, the SSPs (Bettina, Jasmine, Octavio and Lorenzo) quickly responded with a "No." Bettina best exemplified the common belief among SSPs when she said,

> No. No. No. I feel the institution and leaders within the institution are very, very worried about lawsuits and politics. And in this day and age of politicians who hold control over other funding resources like property taxes and expenditure limitations, leadership really has to worry about the politics of offending some conservative group within.
>
> (Bettina, SSP)

Bettina's response shed light on how she views the ways SCC administrators navigate their efforts to support students. She offered an understanding of the difficulties SCC faces from the state that provides little funding to the college. In light of the challenges and after acknowledging the existence of emails from college leadership about the institution's support of students with DACA status[7], she pointed to a clear division between her efforts to support students and the efforts of the college.

Jasmine offered a similar understanding about the challenges the college faces with regard to supporting these student populations. She noted her feelings of navigating this misalignment of values she has at SCC.

> It can be really disheartening and frustrating and really make me question like why continue to work here. But as long as I'm here, I'm not going to allow for the misalignment to overshadow the work that I do every day.
>
> (Jasmine, SSP)

[7] These data derive from an email sent to college employees. To maintain anonymity for the institution, I omit these specific references.

Similarly, Julissa, Elisa and Emma, each a faculty member, rejected the idea that their values and SCC's values aligned with regard to supporting these student populations. Elisa and Emma referred to how the college generally mistreats Latinx students and Latinx communities. When considering how SCC has supported the enrollment of students with an undocumented status, as well as other marginalized communities, Emma said, "I don't think the college either historically or now has done even close to an adequate job of really focusing on how to bring marginalized communities into the college." Elisa also explained, "I think there are policies in place that just create hindrances for Latinx students in general, and specifically for students with an undocumented or DACA status." Unlike what she believed the institution's administrators do for students with an undocumented or DACA status, Julissa expressed her misalignment with SCC as well. If given the opportunity as an administrator, Julissa said she would "lay it all on the line for these students," and "break some rules if I have to."

The examples of misalignment exist among all SSPs, some faculty and some administrators/regents. As such, the disagreement with policies from SCC and/or the state turned into acts of resistance at the college for some of the participants in my study. I discuss this further in the subsequent section.

Misalignment Becomes Acts of Resistance. For some of the participants in my study, their misalignment in values turned into actions and behaviors that oppose SCC's treatment of students with an undocumented or DACA status. Examples of resistance showed up specifically among Daniella, Edward, Julissa, and all SSPs. For Daniella, who is in direct opposition with the state and not the college, she resisted by finding ways to work around policies. When speaking about the challenges associated with being a higher-level administrator, she said,

> And so, I may not be as vocal about certain things. I have to be careful. But I have my ways of doing it or I have other people on my staff work on something that does have the same goal. So, I work around it.
>
> (Daniella, administrator)

Edward offered a similar example as Daniella, by noting that he disagrees with what the college is doing for students with an undocumented or DACA status, but he shows his resistance more towards state policies.

> So, in terms of my resistance to some of those policies and those laws, it's in how I choose to interpret them… There is a skillful way that that can be done and is done every single day at my college and many other colleges across the United States.
>
> (Edward, administrator/regent)

Similar to how Daniella and Edward showed resistance as administrators in their interpretation of policies, Julissa and all SSPs interpreted laws and identified loopholes that made accessing SCC possible for students with an undocumented or DACA status.

Julissa offered a clear example of resistance when identifying the ways she supported students' admission into SCC despite the policies that created obstacles to admission.

> If the state says you can't provide this, you can't provide that, then [SCC is] going to go there. I'm going to find the loopholes for that… And I'm gonna find resources in the people that I know, know how to identify those loopholes to help me get them into the college and try to find support for them.
>
> (Julissa, Faculty)

By comparing herself to SCC, Julissa explained how she specifically resists SCC's policies. She works to find ways around policies so she can help students with an undocumented or DACA

status. She also alluded to others with whom she works. Julissa's connections are discussed later in this chapter.

For SSPs like Bettina, Octavio and Lorenzo, resistance showed up in how they found work-arounds when trying to support access to SCC for students with an undocumented or DACA status. Lorenzo discussed his experiences finding work-arounds to situations to support these student populations. He said, "Rather than hav[ing] someone in this institution close that [option] off for us… If we can make it work, we can make it work. They don't need to know if we made it work or not." Octavio and Bettina offered similar experiences to Lorenzo. Bettina expressed her examples of "making [her] own mistakes in favor of the student."

For Jasmine, resistance shows up differently than other SSPs. She did not identify specific actions she takes to resist policies. Instead, she identified how some SCC colleagues treat students with an undocumented or DACA status. Jasmine shared a story about a colleague who wanted to report a student with an undocumented or DACA status to federal immigration authorities. In doing so, she shed light on the environment in which she works at SCC, while showcasing her resistance to a sentiment she often found among colleagues and administrators at the college.

> I think for me what's most frustrating is if I talk with a colleague and they express that it's their responsibility to report a student if they are undocumented and that we need to abide by all federal laws and be compliant. And so, I would never do that. That is not my practice. And I believe when you have colleagues who publicly post to a large body of people on an e-mail their views of immigration and how this college should not be a social justice institution, and it's not addressed by upper level administration. I think that that is a statement about what kind of institution we are.

(Jasmine, SSP)

Jasmine's type of resistance appeared more subtle than the other SSPs. Instead of showing more explicit acts of resistance like other SSPs in my study, she discussed resistance as a contrast to what SCC colleagues may do to harm students with an undocumented or DACA status.

Although different, the examples of resistance provided by SSPs, Julissa, Edward and Daniella, showcased how educators at SCC act on their opposition to policies from the college and/or the state when trying to support these student populations. When combined with the ways educators identified visible and explicit support of students and relied on relationships and trust with other educators, it became clearer to see how educators created and became embedded in a network at SCC to support students with an undocumented or DACA status. It also became clearer to understand who is included in a network.

In the section below, I discuss how the participants in my study turned to actors who are external and internal to the college in their work to support these student populations. I mention all participants from my study in the table and descriptions below. However, taking into consideration my previous section on resistance, I discuss the SSPs, Julissa, Daniella and Edward in more depth. They most clearly demonstrated their participation in acts of resistance at SCC and resistance remains a focal point of my study.

Educators Turned to Internal and External Actors in Networks

In Table 4.2 I acknowledge the ways all participants are connected to networks, whether networks are external or internal, and whether their networks included C4IY. I am not focused on the connection to a single network, although I depict this later in the chapter. Instead, I am focused on the participants' connections to different networks. To understand the complexities associated with being connected to networks, I group the participants together based on which

type of network they rely on more heavily. By doing so, I more accurately differentiate the types of networks used by participants at SCC. Connections to C4IY are discussed in this table because all participants acknowledge their reliance on the organization for resources. Their connections to the organization become valuable throughout this section and the sections that follow.

Table 5.2

Participants' Connections to Internal and External Networks

Participant	Connected to a network	Internal to SCC	External to SCC	More heavily	C4IY connection
Both					
Jasmine, SSP	Yes	Yes	Yes	Both	Yes
Julissa, Faculty	Yes	Yes	Yes	Both	Yes
Lorenzo, SSP	Yes	Yes	Yes	Both	Yes
External					
Anita, Faculty	No	No	No	External	Yes
Bettina, SSP	Yes	Yes	Yes	External	Yes
Daniella, Admin/Regent	Yes	Yes	Yes	External	Yes
Gabriel, Faculty	Yes	No	Yes	External	Yes
Gloria, Admin/Regent	Yes	Yes	Yes	External	Yes
Internal					
Edward, Admin/Regent	No	Yes	Yes	Internal	Yes
Elisa, Faculty	Yes	Yes	Yes	Internal	Yes
Emma, Faculty	Yes	Yes	Yes	Internal	Yes
Octavio, SSP	Yes	Yes	Yes	Internal	Yes

Within the first portion of Table 5.2, I discuss the connections that Julissa, Lorenzo, and Jasmine, have to individuals and organizations that were internal and external to SCC. They did not describe or depict in their drawings any preference for internal or external network actors. The type of connections they sought depended on the questions to which they needed answers. Julissa, a faculty member, sought out SSPs at the college for anything related to admissions. For

academic-related questions, she sought faculty that she trusted. Julissa turned to C4IY for "anything more universal or at a larger, bigger picture." Similarly, Lorenzo and Jasmine highlighted the different individuals and organizations they connect with when supporting students. They were more specific about individual names, something Julissa chose to omit during her interview, perhaps because she wanted to protect the individual actors in the network from potentially being identified in this study. Lorenzo and Jasmine's reliance was also not weighted toward internal or external actors, as both offered something different to meet their needs. Lorenzo identified key individuals at SCC, an affiliated university, and C4IY, the same external organization that Julissa mentioned. Although he noted that the individual he works with the most when supporting students with an undocumented or DACA status is a colleague at SCC, his depiction of a network offered a different story. Most of the individuals and organizations that Lorenzo connected with in his network were external to SCC. This description offers a more complete glimpse into how Lorenzo, like Julissa and Jasmine, sought out resources from internal and external entities for different reasons and perhaps more evenly than other participants in my study.

In this next portion, I discuss the participants in my study who relied more heavily on network actors who are internal to SCC. This includes an administrator, faculty member and SSP as identified below.

Educators Turned to Internal Networks for Support

For Edward, Elisa, Emma and Octavio, they favored going to actors in their internal networks more than turning to their external networks as noted in their depictions and descriptions of who they turn to when supporting students with an undocumented or DACA status. Emma and Elisa were aware of networks and connected to educators who may support

these student populations, but they are not knowingly part of a network specifically at SCC. When asked about the networks she turns to for support, Emma, a full-time faculty member said, "So, I know there's things happening and going on. I just, I'm not involved in them directly." Octavio drew different individuals and organizations in his network that exist at and outside of SCC.

> As far as I know there's probably, there's probably. Well now it's less because a lot of people have left the institution…But I could say, from what I remember, there's a good handful. Probably five I can name for sure that are regulars, that attend meetings as much as we can.
>
> (Octavio, SSP)

After reflecting about who he turned to most often for support, Octavio went back through his drawing to circle the individuals. When asked if he relied on any actors more than others, he, in fact, identified Bettina and another SSP not in my study. Edward offered similar sentiments to Octavio, yet his network looked different since he is not a SSP, like Octavio. He stressed that he was not at the center of any networks at SCC and acknowledged, "I mean these students, for the most part, are doing this on their own." Edward acknowledged the ways students may be navigating SCC on their own. He expanded on his discussion about students,

> I can direct [students] to specific student services employees who I know understand the situation to be more sympathetic to their status. And I know personally that these student services employees also have a sort of unwritten network with certain administrators who feel similarly and are sympathetic to students in this status.
>
> (Edward, administrator/regent)

Through this point, Edward offered a glimpse into how some educators connect students to the internal networks at SCC that support students with an undocumented or DACA status. However, while he speaks about internal networks that may exist, he also remains disconnected from them primarily because of his role as an administrator/regent.

Octavio's depiction and description of networks showed a heavier reliance on the actors in their networks internal to SCC, while Edward highlighted how a network actor can connect others to a network without being part of it themselves. This is not to say they do not also connect with actors and organizations external to the college, since external actors and organizations are, in fact, part of their networks. However, their discussions about network that supports students with an undocumented or DACA status show a reliance on those who are at SCC.

In contrast, other participants from my study rely more heavily on networks and network actors who exist outside of the college. It is where they find their connections for resources and support. I discuss this in the subsequent section.

Educators Turn to External Networks for Support

Bettina, Daniella, Gabriel, and Gloria represent educators in my study who rely more on actors and organizations in their network that are external to SCC. Although each educator includes actors at SCC in their networks, the descriptions of their networks highlight who they turn to the most as being those outside of the college. For example, Gabriel, an adjunct-faculty member, demonstrated a reliance on connections to political figures and community groups. While Bettina turned to a local organization, Coalition for Immigrant Youth (C4IY), for more support like other participants, she relied heavily on their resources and students. Daniella and Gloria, two appointed/elected SCC officials, turned to national partners and organizations who offer other

perspectives and ideas on how to support students with an undocumented or DACA status. Gloria has a role that places her in a position to answer questions from some educators about how to support students with an undocumented or DACA status. She offered how she reaches to colleagues in other states for ideas on how to support these student populations.

> I think it is important to know what's happening in other parts of the world. Sometimes things are a little more intense here, but there might be a good practice for immigration in [another state]. And maybe we couldn't be as open or liberal or provide all of the resources that [they] might offer, but it gives us some ideas of where to go…Just knowing that there are other professionals dealing with similar issues, they might have an idea that we haven't come up with for ourselves or a way to approach a policy that would be helpful to us.
>
> (Gloria, administrator/regent)

Danielle shared similar thoughts to Gloria. However, she found most of her support through her own research and connections beyond SCC.

> I do my own research, if I have questions. I like to do research. So, I look at what other institutions are doing. When I go to conferences and I look for those specific sessions that have to do with DACA or students with an undocumented or DACA status or HSI or whatever. I talk to people there, see directly, hear directly what they're doing to support. I ask questions. So, there is in higher ed, you know a network of administrators who do support [students with an undocumented or DACA status].
>
> (Daniella, administrator/regent)

Daniella and Gloria's discussions about their networks highlighted how some educators relied on actors and organizations external to SCC to build support for students with an

undocumented or DACA status. In their descriptions, as in the descriptions of all participants in my study, they also relied on information and resources from C4IY.

Within the next section of this chapter, I offer a depiction of the networks at SCC that connects SSPs and some faculty and administrators. I discuss how I created the visualization of the network and offer descriptions of the network components. Since SSPs are the only educators who openly describe how they participate in acts of resistance and clearly describe individuals who are in their network, I offer more analysis of their individual networks. This decision also centers SSPs' networks, which is the focus of my study. Since this organization, C4IY, is referred to by all participants, I also offer a depiction of a network that center C4IY and a discussion that unpack the ways SSPs, faculty, and administrators/regents rely on the organization for support of students with an undocumented or DACA status. I begin by visualizing a network at SCC of educators who support students with an undocumented or DACA status before centering SSPs' networks.

Visualizing a Network at SCC

Networks are defined as groups of interdependent actors in relationship with each other (Clarke & antonio, 2012). Networks are proven to be important for different populations at higher education institutions. This includes students (Clarke & antonio, 2012; Rios-Aguilar & Deil-Amen, 2012) and faculty and staff involved in change efforts on campus (Kezar & Lester, 2009; Kiyama, Lee, & Rhoades, 2012). Networks may include actors that are external to higher education institutions, as discussed in the ways some educators support students with an undocumented or DACA status (Chen & Rhoads, 2016; Muñoz, 2015). More specifically, networks among SSPs can help professionals create and implement policies, and generally affect the process for creating change at institutions (Kezar & Lester, 2009; Kiyama et al., 2012).

In order to visualize the network of educators at SCC who support students with an undocumented or DACA status, I turn to basic tools associated with Social Network Analysis. Below, is an adjacency matrix that identifies the relations among participants in my study. Adjacency matrices use a simple table that specifies if a relationship exists between nodes (Yang et al., 2017). Nodes, in my study, are represented by individual actors, organizations, and institutions; and are included in rows and columns. In Table 5.3, nodes include individuals like Bettina, and organizations, like C4IY. Within Figure 5.1, I represent nodes with different shapes. I used the binary of 0 or 1 to represent the existence of a relation between nodes in the following matrix where 0 represents no relation and 1 represent a relation.

Table 5.3.

Adjacency Matrix for Undirected Binary Network of Participants

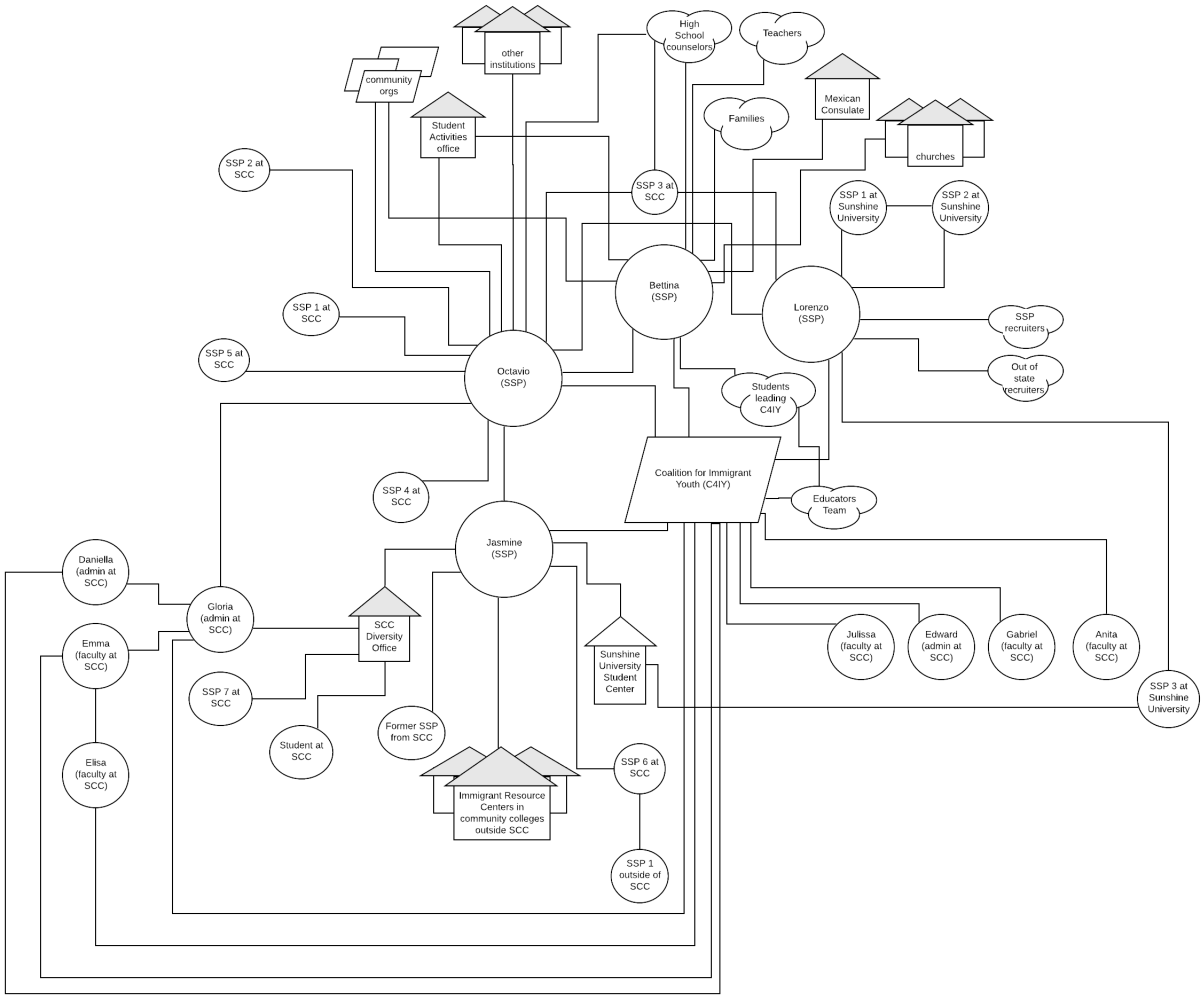
	Bettina	Jasmine	Lorenzo	Octavio	Anita	Elisa	Emma	Gabriel	Julissa	Daniella	Edward	Gloria	C4IY
C4IY	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**0**
Bettina	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**
Jasmine	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**
Lorenzo	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**
Octavio	**1**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**
Anita	0	0	0	0	0	0	0	0	0	0	0	0	1
Elisa	0	0	0	0	0	0	1	0	0	0	0	0	1
Emma	0	0	0	0	0	1	0	0	0	0	0	1	1
Gabriel	0	0	0	0	0	0	0	0	0	0	0	0	1
Julissa	0	0	0	0	0	0	0	0	0	0	0	0	1
Daniella	0	0	0	0	0	0	0	0	0	0	0	1	1
Edward	0	0	0	0	0	0	0	0	0	0	0	0	1
Gloria	**0**	**1**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**1**	**0**	**0**	**1**

According to the matrix, the most ties exist among SSPs and between Gloria and four other participants. Therefore, I made these rows in Table 5.3 bold to draw attention to their relatively expansive networks. The ties exist across all SSPs who have ties to Octavio. Although Gloria did not acknowledge SCC educators in her network drawing and instead relied on an external network as discussed above, she had ties with four participants as identified in the matrix. The only node that has more relations than Octavio or Gloria is C4IY. While not intended to be part of the matrix, I find it important to list it within the matrix, as well as all network depictions forthcoming in this chapter. As noted above, there are ties between C4IY and all participants in the study. The participants' interviews describe the ties with the organization, which give me reason to highlight its existence in the matrix, as well as the network I offer in a subsequent section. Since most relations exist among SSPs, and SSPs are the focus of my study, I discuss SSPs' networks and ties in greater detail below. I follow this with a description of the network which centers C4IY.

Before discussing the individual networks among SSPs and C4IY, I provide Figure 5.1 to depict an overview of the network to which many participants in my study are connected. As I noted in Table 5.3, the ties exist more clearly among the SSPs who, as a result, remain central to the college's ways of supporting students with an undocumented or DACA status. The ties also exist between C4IY and all participants from my study. I depict all participants from my study in an undirected binary network first in order to simply identify whether ties exist between network actors. My depiction of the network remains undirected in that it shows relations between nodes, but does not distinguish between senders and receivers of information (Yang et al., 2017).

Figure 5.1.

Undirected Binary Network of Educators at and Beyond SCC



According to their drawings and interviews, Edward, Gabriel, Anita, and Julissa did not disclose a tie with any other participants. They are, therefore, only connected to C4IY, which they rely on for resources. All other participants have ties to at least one other participant in some manner. Since the matrix in Table 5.3 noted that most ties are among SSPs, I designated the SSPs with larger nodes than others and focus on their relations and network for the rest of this chapter. I do the same for C4IY because of the numbers of ties it has to other educators.

In the following sections, I add a further description of what is occurring within the network depicted in Figure 5.1. I use a more Social Network Analysis tools to highlight a directed network at SCC. This more accurately defines the asymmetric and symmetric ties, reciprocated ties, and who is a receiver versus a sender in this network.

The Directed Network at SCC

As previously noted, my adjacency matrix and network depiction showcased the simple set of relations that exist or do not exist among network actors. This undirected binary network showed a simplistic view of ties among, between, or absent from SSPs, faculty, administrators/regents. Within Figure 5.2, I show directed relations between nodes in the same network as drawn in Figure 5.1. Following the direction of (Yang et al. 2017) the directed relations are depicted with directional arrows and show asymmetric relations between pairs of nodes (Yang et al. 2017). I remain focused on the SSPs in the network because they are central to this study and have the most distinct network among all of the participants, hence why their nodes are larger among other nodes.

In the directed binary network at SCC depicted in Figure 5.2 below, I provide a wide view of the directed ties that exists among and between SSPs at SCC and actors external to the college. The lines between actors are either directed or reciprocal, to identify how information and resources flow between actors. Directed lines have an arrow on one side and represent an asymmetric relationship. If someone is only a receiver of information, then the arrow is directed to them. If someone is only a sender of information or resources, then the arrow is directed away from them. Reciprocal lines have an arrow on both ends of the connection between nodes and represent a symmetrical relationship through which both nodes are senders and receivers of information and resources.

Some import trends emerge from this part of the analysis. For example (SSPs were central hubs people and orgs relied on, C4IY was at the center of it and served as a connector for many on the periphery of the network).

Figure 5.2.

Directed Binary Network at SCC

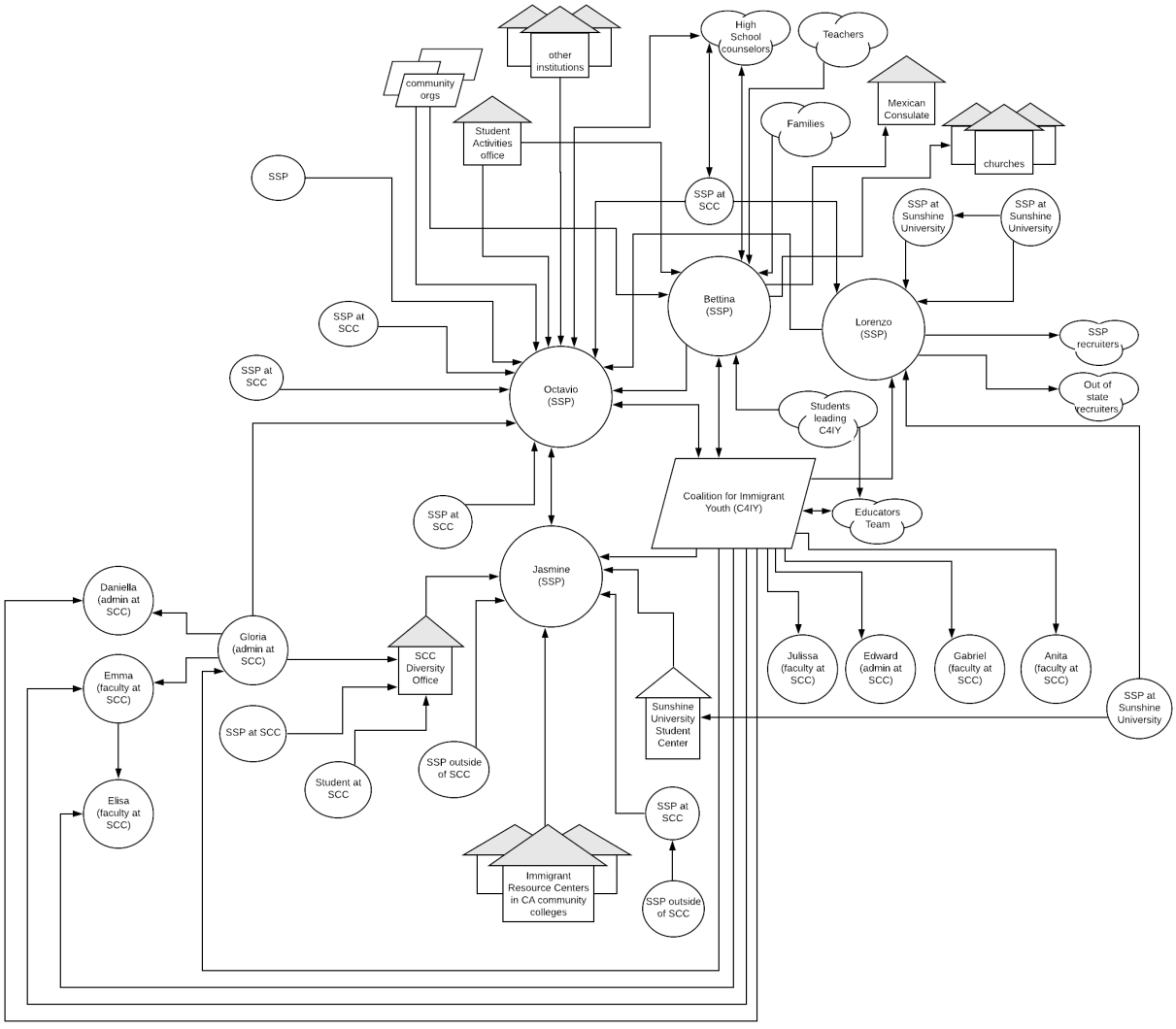


Figure 5.2 identifies the direction in which ties between actors exist. Most of the ties in this network are directed, therefore showing asymmetric relationships between the actors. This is

seen in most relations between Octavio and other educators, external organizations, and SSPs, including Bettina. The tie between Octavio and Bettina shows a directed relationship in which resources or information flows from Bettina to Octavio within the network at SCC. When speaking about who he turns to for resources at SCC, Octavio said he turns to Bettina, "Yeah I definitely go to [an SSP] more and [Bettina] here more. [Bettina] probably the most. She in particular because yeah for years we've been working together." Since Bettina does not speak about connecting with or relying on resource from Octavio, their tie remains directed and asymmetrical.

Within this depicted network, each SSP is primarily a receiver of information and a sender of resources, although being a sender is not as prevalent based on what was shared in their interviews. Jasmine, for example, shared about her ability to support students with an undocumented or DACA status. She discussed attending conference workshops and said,

> I don't seek out ways to support DACA students, but I listen intently, especially when a presenter or a higher education practitioner or a faculty member talk about ways that they want to support DACA students or if they're creating new initiatives.
>
> (Jasmine, SSP)

For some of the actors, there are reciprocated ties between them and other actors, as noted by lines that have an arrow on each end. This is seen between Octavio and Jasmine, Bettina and C4IY, and Octavio and high school counselors. Although reciprocated ties potentially exist between other actors in the network, the reciprocated ties that exist among actors at SCC were determined by interview responses and discussions about network drawings. Bettina's description of her connection to C4IY furthers this point when she said, "Whatever we

can do or whatever I can do to help a student is important. Most of the time that includes referring to community resources like [C4IY]."

Overall, SSPs appear to primarily receive their information and resources from sources external to the college. This includes other colleges and universities, high schools, community organizations, and churches. Meanwhile, there remain some actors at SCC, including Gabriel and Anita, where there are no ties to other actors at SCC, but instead a relation to C4IY. With the exception of connecting with C4IY, I chose not to display the relations between Edward or Julissa to other actors in the network because their discussion about relations to other SCC actors is vague. This might have been intended to protect the individual actors in the network.

SSPs' Individual Networks

Given the centrality of SSPs in the network offered in Figures 4.1 and 4.2, I will analyze more deeply their more localized networks. The interviews and drawings from participants in my study provide an in-depth understanding of networks that exist among educators at SCC. More importantly, this component of the analysis points to the existence of a stronger network that exists between SSPs and actors outside of SCC. The networks external to the college appear to bring C4IY to the forefront as the resource educators in my study rely on when supporting students with an undocumented or DACA status. Below, I describe the networks defined by SSPs. I choose to also focus on the ties between SSPs and C4IY to show how C4IY is used and referred to by some participants in my study. SSPs remain centered here because they are the only participants who explicitly speak about each other or each other's offices. I also focus on SSPs because they also demonstrated how they participate in acts of resistance, which will be key to my findings in the final sections of this chapter.

In addition to identifying whether relations between actors are directed by using one-sided arrows, I also defined in the networks using different factors associated with Social Network Analysis that allowed for an assessment of the strength of these ties (Wasserman & Faust, 1994). I include the amount of time network actors know each other, emotional intensity among actors, ability to confide in each other, and reciprocity (Granovetter, 1973). I also include a factor of understanding how similar two actors are to each other (Clarke & antonio, 2012). In Table 5.4, I discuss the factors, terminology used when describing networks, and how I depict them in the network drawings.

Table 5.4

Factors Determining Strength of Ties

		Definitions and Operationalizations	
Source	**Factor**	**Strong Tie**	**Weak Tie**
Granovetter (1973)	1. Amount of time knowing / working with each other	Participant acknowledges they are in relationship with another network actor for more than 6 months. (Solid line)	Participant acknowledges they are in relationship with another network actor for less than 6 months. (Dotted line)
	2. Emotional intensity	Clear connections between participant and network actor's connections to personal immigrant experiences. (Large node)	Vague or missing discussion about participant and network actor's connections to personal immigrant experiences. (Small node)
	3. Ability to confide in and trust each other (intimacy)	Participant discussed sense of trust in another network actor, often based on visible actions that build trust. (Thick line between nodes)	Participant mentions another network actor, but does not discuss trust with them or visible actions that build trust among them. (Thin line between nodes)
	4. Evidence of reciprocity	Participant clearly defines what they receive from another network actor. Discussed in interviews. Depicted in drawings. (Reciprocated = Double arrow heads)	Participant does not clearly define what they receive from another network actor. Not discussed in interviews. Not depicted in drawings. (Directed = One directional arrow)
Clarke & antonio, 2012)	5. Similarities between individuals in the network	Participants shares similar type of work by title and discussion of their work at SCC. (Nodes close to each other)	Participants do not share similar type of work by title and discussion of their work at SCC. (Nodes far apart)

In Table 5.3 I offer descriptions of the factors from Granovetter (1973) and Clarke and antonio (2012) that determine if two nodes have a strong or weak tie. Within the table, I discussed how I depicted each factor in the factor column to represent a strong or weak tie. For

example, participant with a solid directed line to another SSP acknowledges they are in relationship with another network actor for more than 6 months.

When using SNA to analyze the drawings, I considered the five factors noted in Table 3 and reconstructed the networks accordingly. I subsequently offer more complicated versions of the adjacency matrix introduced earlier in this chapter, as well as a series of five drawings that describe the SSPs' individual networks at SCC. The adjacency matrix described in Table 4.4 defines the valued network among SSPs. Instead of providing a 0 or 1 to identify relations among actors as I did in the first binary network matrix within the previous chapter, I provide a set of scores ranging from 0 through 5. I determined the measuring of scores based on four of the five factors provided by Granovetter (1973) and Clarke & antonio (2012) in Table 5.3. Each factor is worth 0 or 1, with the highest score for a tie between actors being 5. If an actor mentions a tie with another actor, they receive a 1 in the matrix box. For example, in order for Actor A to receive a score of 5, actor A would identify having a tie to another actor, know the other actor for more than six months, show a higher level of emotional intensity through their connections with the other actor, show a sense of trust with the other actor, and share similar experiences and/or identities. Higher scores means stronger ties between actors.

Table 5.5

Valued Network Measurements and Depictions

		Granovetter (1973)			Clarke & antonio (2012)	
Actor A and…	Relation mentioned	Time knowing each other	Emotional intensity	Trust	Similarities in work	**Total**
Node (e.g. SSP)	0 or 1	0 or 1	0 or 1	0 or 1	0 or 1	**0-5**
C4IY	0 or 1	0 or 1	0 or 1	0 or 1	0 or 1	**0-5**
Depict strong tie with	n/a	Solid line	Large node	Thick line	Closeness of nodes	

Each of the factors in Table 5.5 is also assigned to a designation of either a strong or weak tie, as noted by the bottom row of the table. This also corresponds to what is mentioned in Table 4.4. Strong ties are designated with solid lines, larger nodes, thicker line, and closeness of nodes to each other. A higher score among actors signifies strong ties, while a lower score signifies weak ties. The concepts of strong and weak ties is defined with by Granovetter (1973). It is important to note that actors who have no relations with other actors at SCC, will show a score of 0, and therefore, not appear in their valued network. The tables showing the scores for each SSP are listed below.

I used the descriptive notes in Table 5.5 to create individual network drawings that center a different SSP in order to show how networks look when SNA factors are applied and measured. After reviewing the SSPs, I conclude this section of the chapter with two depictions of the network by centering C4IY, an external organization that all participants in my study, especially SSPs, acknowledge relying on for resources and answers to questions when figuring

out how to support students with an undocumented or DACA status. I begin by describing the network for Octavio, who is the only SSP connected to all other SSPs in my study.

Octavio's Network. Octavio's network at SCC is depicted in Figure 5.3. It highlights the strength of relations with SSPs who also participated in my study and others who did not. With the exception of his strong relation to C4IY, Octavio's network is primarily with others who are internal to the college. The relations between Octavio and other actors are scored in Table 4.6 below. This table is an example of how I operationalized the different components of the SNA. The subsequent image shows how I translated these scores into a visual representation of the localized network, in this case, Octavio's. Also, within the table are SSPs to whom Octavio is connected but were not interviewed for this study. Therefore, these institutional agents are simply known as SSP with a number.

Table 5.6

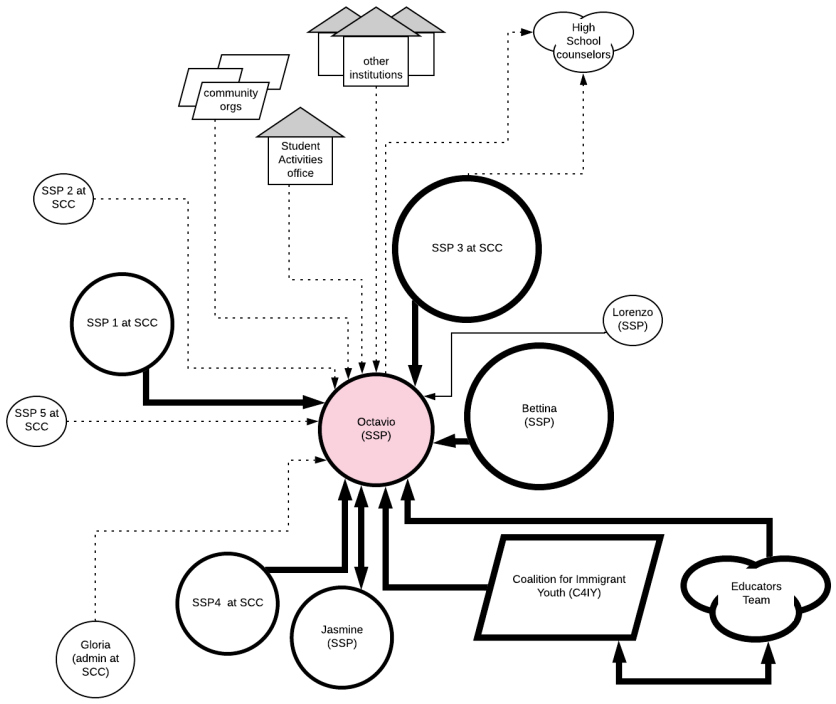
Adjacency Matrix for Octavio's Network

Octavio and..	Relation mentioned	Time knowing each other	Emotional intensity	Trust	Similarities in work	**Total**
Bettina	1	1	1	1	1	**5**
Lorenzo	1	0	0	0	1	**2**
Jasmine	1	1	0	1	1	**4**
Gloria	1	0	0	0	1	**2**
C4IY / Educators Team	1	1	1	1	1	**5**
SSP 1 at SCC	1	-	-	1	1	**3**
SSP 2 at SCC	1	-	-	-	-	**1**
Community orgs	1	-	-	-	-	**1**
Student Activities office	1	-	-	-	-	**1**
Other institutions	1	-	-	-	-	**1**
High school counselors	1	-	-	-	-	**1**
SSP 3 at SCC	1	1	1	1	1	**5**
SSP 4 at SCC	1	-	-	1	1	**3**
SSP 5 at SCC	1	-	-	-	-	**1**
Depict strong tie with	n/a	Solid line	Large node	Thick line	Closeness of nodes	

Octavio's strongest ties with other SSPs are with Bettina and SSP 3, who was not interviewed in my study. These ties have a score of 5 in the above adjacency matrix. Other actors with a score of 1 have dotted lines to signify their weak ties.

Figure 5.3

Octavio's Network at SCC



Since he acknowledged knowing all the SSPs in my study for more than six months, his relations to them are solid lines. Thick lines exist between Octavio and SSP 1, SSP 3, Bettina, C4IY, Jasmine, and SSP 4 because he identified each of these actors as individuals he trusts the most at SCC. When asked why he trusts them, Octavio said, "Because I was told to," referring to a conversation he had with a former SSP who he worked closely with SCC.

> And so, because that person told me go here now, talk to them. They know what to do. That's when I started working with them. It's good. I can talk to them and not feel like I'm putting the students in jeopardy or anything. <pointing to SSP 1, SSP 4, and Bettina>
>
> (Octavio, SSP)

Octavio continued to describe trusted members of his network in the same way. He noted rthe he trusts some of the network members because they received what he called “the blessing” from Bettina or the former SSP at SCC. In other words, Bettina and the former SSP trusted the other network members, so Octavio also trusted them. Since Octavio noted that Bettina and SSP 3 are the actors he works with the most, also identified as his “go to people,” their nodes are also larger. Bettina’s node is closest because Octavio described her as the person he relies on the most when identifying ways to support students with an undocumented or DACA status at SCC. Octavio and Jasmine are the only pair of SSPs depicted with a reciprocal tie between their nodes because they refer to each other as a resource within their interviews. A similar reciprocal tie exists between C4IY and the Educators Team that exists within the organization. Octavio refers to both of these actors. I drew a thicker reciprocal tie connecting the Educators Team and C4IY because the team is a node that Octavio describes as being most connected to when discussing his relation to C4IY. For all others in the network that have dotted lines from Octavio, including high school counselors and Gloria, Octavio acknowledged they are in his network, but did not discuss how long he knows each node.

With the exception of a weak tie to Lorenzo, there are strong ties between Octavio and all other SSPs. These strong ties appear to correspond to more information to be distributed internally. According to his description of the network, Octavio appears to be a primary receiver of resources and information. As a SSP who predominantly works in admissions and recruitment of students, these strong ties become critically important. Octavio is also receiving regular resources from C4IY, and specifically the Educators Team connected to the organization. As such, when Octavio is recruiting students with an undocumented or DACA status, his resources and support are influenced greatly by the Bettina, Jasmine, three unnamed SSPs, and C4IY.

Bettina's Network. Bettina's network at SCC is depicted in Figure 5.4. In contrast to Octavio's network, Bettina relies heavily on her ties with actors external to SCC, and in fact, does not show any ties to other SSPs or any other participants from my study. Since relations do not exist with other SSPs, making the scores between them a zero, the SSPs do not have nodes in the depiction of Bettina's network. In Table 5.7 below, C4IY and Students have the highest scores with a 5 and 4, respectively. Therefore, they have the thickest lines, largest nodes and are closest to Bettina's node.

Table 5.7

Adjacency Matrix for Bettina's Network

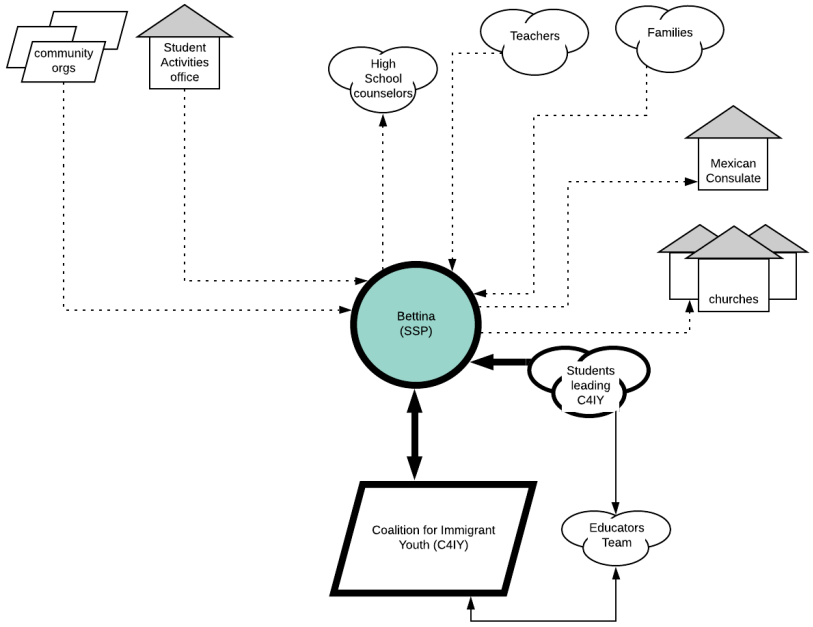
Bettina and..	Relation mentioned	Time knowing each other	Emotional intensity	Trust	Similarities in work	**Total**
Octavio	0	0	0	0	0	**0**
Lorenzo	0	0	0	0	0	**0**
Jasmine	0	0	0	0	0	**0**
Gloria	0	0	0	0	0	**0**
C4IY	1	1	1	1	1	**5**
Students	1	0	1	1	1	**4**
Community orgs	1	-	-	-	-	**1**
Student Activities office	1	-	-	-	-	**1**
High School counselors	1	-	-	-	-	**1**
Teachers	1	-	-	-	-	**1**
Families	1	-	-	-	-	**1**
Mexican Consulate	1	-	-	-	-	**1**
Churches	1	-	-	-	-	**1**
Depict strong tie with	n/a	Solid line	Large node	Thick line	Closeness of nodes	

In the wide view of the network of educators at SCC who support students with an undocumented or DACA status, it was clear that Bettina has a tie to the network of educators. In the more focused view of her network, it becomes clearer that her connection to the network is through a reciprocal tie with C4IY, the network actor to which she has the strongest tie. This results in the C4IY node being larger, closer to Bettina's node, and having a thicker solid line between them, and is depicted with a score of 5 on Bettina's adjacency matrix. She also remains one of two participants in my study, and one of two SSPs, who acknowledged being informed by students in her work to support students with an undocumented or DACA status at SCC. Her relationship to students comes from her symmetric relationship with C4IY. When asked who she connects with either inside or outside the college, Bettina referred to C4IY's Educators Team, which Octavio also mentioned. She said, "The student-led [Educators Team] in C4IY...stuff like that. Those are probably the top organizations I can think of." Bettina also noted her connection to C4IY's Butterfly Project (a pseudonym used to protect the organization's identity). Her relationship with this project differs from the Educators Team, since the Butterfly Project gives her a chance to volunteer and help "provide a safe space on Saturdays for undocumented students from mixed status families."

Bettina's description of the Educators Team and Butterfly Project highlights the reciprocated ties between her and C4IY. She sends information and resources through her volunteering efforts in the project and receives resources from the Educators Team.

Figure 5.4

Bettina's Network



Bettina's types and directions of ties with network actors external to the college, as well as lack of ties to other SSPs identifies an important narrative at SCC. In this depiction within Figure 5.4, it is clear that Bettina is a transmitter of resources and information to various actors including political entities like the Mexican Consulate, schools through high school counselors, and churches. She also receives information. Unlike her colleague Octavio, who relies on Bettina for information, she receives information and resources from families and teachers. As she said,

> I get all this great information and resources from organizations and families and teachers and community organizations. And then as I'm kind of going about my business I can kind of share that as I go with whoever kind of crosses my path or when I'm in one place with [them].
>
> (Bettina, SSP)

Bettina's network is unique from other SSPs because it does not include the college or its employees. This makes me question if network actors external to SCC are doing their own education and support of students with an undocumented or DACA status. When asked how SCC supports students with an undocumented or DACA status, Bettina said, "I'm not, I'm not sure that the institution has initiated anything to help the students. I believe that the institution has reacted to student initiatives." According to Bettina's description of her network, the college may not show support for these student populations without the external ties among some SSPs and the pressures put on the college by students.

Lorenzo's Network. Lorenzo's network showcases a combination of ties with actors who are internal and external to the network at SCC, as described in Table 5.8 and depicted in Figure 5.5. While he is primarily reliant on directed, and therefore, asymmetric relations with external actors, he still maintains a strong tie to SSP 3 at SCC. This SSP was not interviewed in my study, but they remain in the network depictions because of their strong tie to Lorenzo and Octavio. No other SSPs are depicted in Lorenzo's network because there is no known tie between them, resulting in a score of zero.

Table 5.8

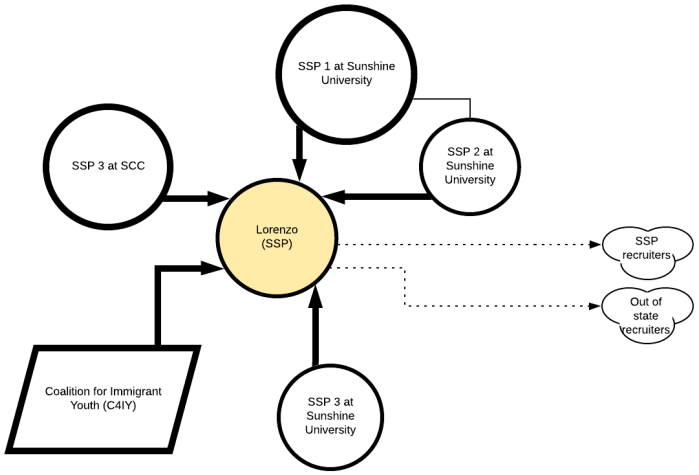
Adjacency Matrix for Lorenzo's Network

Lorenzo and..	Relation mentioned	Time knowing each other	Emotional intensity	Trust	Similarities in work	**Total**
Octavio	0	0	0	0	0	**0**
Bettina	0	0	0	0	0	**0**
Jasmine	0	0	0	0	0	**0**
Gloria	0	0	0	0	0	**0**
C4IY	1	1	1	1	1	**5**
SSP 3 at SCC	1	1	1	1	1	**5**
SSP 1 at Sunshine University	1	1	1	1	1	**5**
SSP 2 at Sunshine University	1	-	-	1	1	**3**
SSP recruiters	1	-	-	-	-	**1**
Out of state recruiters	1	-	-	-	-	**1**
SSP 3 at Sunshine University	1	-	-	1	1	**3**
Depict strong tie with	n/a	Solid line	Large node	Thick line	Closeness of nodes	

When supporting students with an undocumented or DACA status, Lorenzo's relies on his strongest ties to SSP 1 at Sunshine University and SSP at the college. His connections to Sunshine University, as seen through other strong ties with SSP 2 and SSP 3 at the university, are expected as Lorenzo's role is connected to both SCC and SU. These strong ties are marked by thick lines, larger nodes, and closer proximity to his node. Lorenzo is primarily a receiver of information from SSPs and C4IY, while he serves as a transmitter to college recruiters to whom he shares weak ties.

Figure 5.5

Lorenzo's Network



Lorenzo's ties, while clear with SSPs who are internal and external to the college, depict an important difference between him and the networks Octavio and Bettina described. For instance, his strong tie to C4IY is different than their strong ties to the same organization. As Lorenzo described, he knew about C4IY since he was an undergraduate college student, "I remember actually C4IY. I actually remember like the first year, year and a half of it starting up… I was still in undergrad and I think." In addition to having a personal connection to the organization, he added, "I refer a lot of students to C4IY, which has a lot of different educational and scholarship resources. Scholarships being the number one thing that most students are looking for." He did not speak to either connecting with students or anyone specific in the organization, and instead, identifies C4IY as one of his primary actors that provided resources and information to his work with students. In addition, Lorenzo showed no other connections to other SSPs in my study, except for a weak tie directed to Octavio. I choose not to depict this tie in Lorenzo's individual network depiction because it is asymmetric in that only Octavio

acknowledged Lorenzo as someone he is tied to, while Lorenzo made no mention of Octavio in his interview or drawing.

Jasmine's Network. Jasmine's network showcases a fourth type of network that SSPs display at SCC, when supporting students with an undocumented or DACA status. Although more expansive, at first glance in Figure 5.6, Jasmine's network is similar to Lorenzo's in that they are both connected to network actors who are external and internal to SCC. Therefore, the ties with these actors are noted in Figure 5.6. The types of ties between the actors were created based on the scores listed in Table 5.9.

Table 5.9

Adjacency Matrix for Jasmine's Network

Jasmine and..	Relation mentioned	Time knowing each other	Emotional intensity	Trust	Similarities in work	**Total**
Octavio	1	1	1	1	1	**5**
Bettina	0	0	0	0	0	**0**
Lorenzo	0	0	0	0	0	**0**
Gloria	1	0	0	0	0	**1**
C4IY	1	1	1	1	1	**5**
SCC Diversity Office	1	0	0	1	1	**3**
Former SSP from SCC	1	1	-	1	1	**4**
SSP 7 at SCC	1	-	-	-	-	**1**
Student 1 at SCC	1	-	-	1	-	**2**
Sunshine University Student Center	1	1	0	1	1	**4**
SSP 3 at Sunshine University	1	0	0	1	1	**3**
SSP 6 at SCC	1	-	-	1	1	**3**
SSP 1 outside of SCC	1	-	-	1	-	**2**
Immigrant Resource Centers outside SCC	1	-	-	1	1	**3**
Depict strong tie with	n/a	Solid line	Large node	Thick line	Closeness of nodes	

Jasmine highlights the series of strong ties with SSPs at SCC, offices at the college, and external actors including a center at Sunshine University, a former SSP from SCC, and Immigrant Resource Centers in other community colleges. Similar to other SSPs in my study, she also relies on a strong tie with C4IY. Like Bettina, she speaks of her indirect tie with a student at SCC who directly provides resources and information to the SCC Diversity Office.

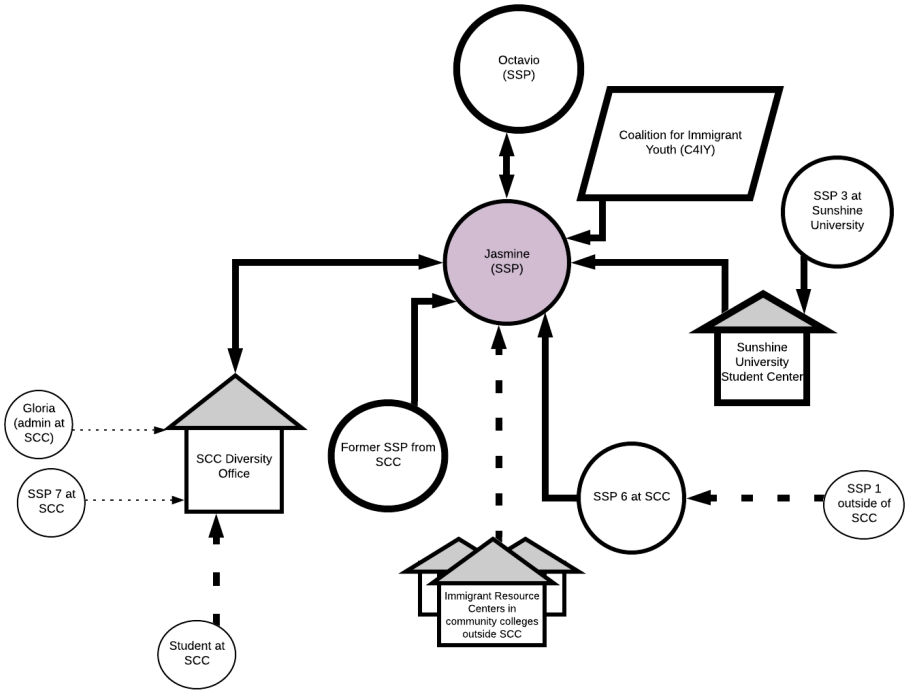
She said, “So I partner a lot with the [Diversity Office] and I imagine I’ll also provide support to their new projects.” Therefore, Jasmine and the Diversity Office share a reciprocated tie because they rely on each other for support and resources.

Jasmine also held a reciprocated relationship with Octavio, with whom she holds the strongest tie. This is depicted by the closeness of their nodes to each other, the size of nodes and thickness of the ties. Octavio is one of the first people she mentioned when describing her network drawing. Jasmine described Octavio as one of the people she “prefers to hand students off to” because she trusts him and knows he will support students with an undocumented or DACA status. Octavio described his relationship to Jasmine in a similar manner. After drawing his initial network, he paused to see if he was missing anyone. While drawing the node for Jasmin, Octavio said, “Oh you know. Oh I forgot a huge one here. How could I forget Jasmine?! Oh my gosh. She's huge. Well you know she does a lot of different stuff now, but Jasmine is one.” Jasmine and Octavio’s strong, reciprocated tie was made clear by the way they spoke about their trust in each other.

In contrast to her colleagues, Jasmine also acknowledged her reliance on information and resources to support students with an undocumented or DACA status from ties to actors that she trusts, but she does not know for more than a few months. This is depicted by the thick dotted line between Jasmine and the Immigrant Resource Centers in other community colleges and indirectly with the student at SCC who is tied to the SCC Diversity Office.

Figure 5.6

Jasmine's Network



Jasmine's unique ties to SSPs and other actors in her network showcased the ways in which ties can be relied upon by SSPs despite the length of time a relationship between actors may exist. Through her interview, Jasmine referred to how she connects with educational leaders at other community colleges.

> There's a lot of schools in California that do a good job with supporting DACA students and I'll email them and ask them for practices that they've done that have been successful. And I found that when I do that, I had a vice president at a community college in L.A. respond to me and thank me for taking the time to acknowledge the work that they do at their college.
>
> (Jasmine, SPP)

Jasmine found it important to reach out beyond SCC to network actors like Immigrant Resource Centers in other states to identify better ways to support students with an undocumented or DACA status. She also found it important to connect with organizations external to the college, but in her state. Like her colleagues, Jasmine's tie to C4IY was strong but unidirectional, as is her tie to the Sunshine University Student Center. While not as strong as her tie with the organization, this center and former SSP from SCC remain essential to her ability to serve students' needs. Her ties with these actors are even more trusted than her tie with Gloria, an administrator/regent at SCC. This is depicted by the thickness of the ties between them. As someone who "does not seek out information to support DACA students" on a regular basis, these ties become important to her ability to help students.

Like her fellow SSPs in my study, Jasmine's network showed the importance of building strong ties between actors, whether internal or external to the college, in order to support students with an undocumented or DACA status at SCC. The strong ties hold together a network of resources and information that can be shared across actors and organizations. As strong ties exist between all SSPs and C4IY, I now focus on SSPs' network with C4IY at the center.

SSPs' Network with C4IY at the Center. C4IY is an organization located in the Southwest U.S. that supports the educational needs of students with an undocumented or DACA status. It is led by students, includes an Educators Team that convenes high school and college educators together for meetings, and connects students with an undocumented or DACA status to scholarships. As a result of C4IY's strong presence as an actor in all of the SSPs' networks in my study, I offer a offer a visual depiction of the network used by SSPs to support students with an undocumented or DACA status at SCC. Table 5.10 represents this with scores of 5 for each tie between a SSP and C4IY. Reciprocal scores of 5 also exists between Jasmine and Octavio, as

noted in the previous network descriptions. The scores and resulting strong ties are depicted below in Figure 5.7. Since SSPs rely on their strong ties to the organization for resources and information, C4IY is intentionally placed at the center of the network to better capture its importance to SSPs and therefore, importance to SCC's broader ability to support students with an undocumented or DACA status.

Table 5.10

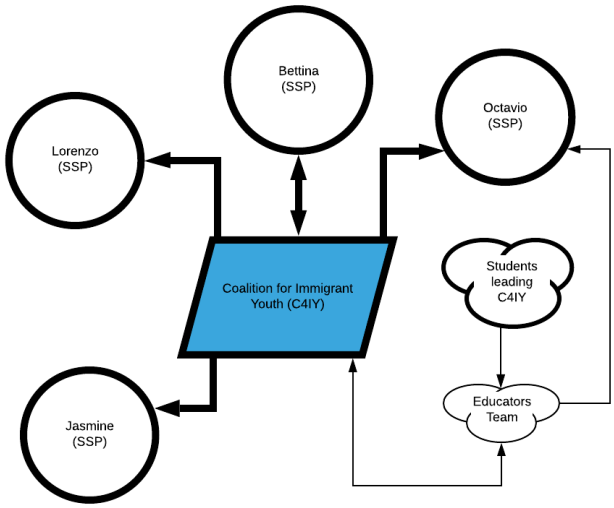
Adjacency Matrix for All SSPs and C4IY

Receiver	**Sender**
	C4IY
Bettina	5
Jasmine	5
Lorenzo	5
Octavio	5

Table 5.10 summarizes the ties that exist between SSPs and C4IY. If a tie is discussed by an actor in the left column with an actor in the top row, then a score in placed in the box. The scores correspond to the longer adjacency matrices listed above for each SSP. A score of 0 identifies no relation between two actors. A score of 5 represents the strongest ties between two actors and is exemplified by the relation between C4IY and all SSPs. The ties and their strengths are depicted in Figure 5.7.

Figure 5.7

C4IY at the Center of SSPs' Network



While C4IY was not intended to be part of my study, they were described by all SSPs, as well as all participants, as being central to their efforts to support students with an undocumented or DACA status. Figure 5.7 provides a simple, yet clear depiction of how central the organization is to SSPs at SCC. The ties are strong between C4IY and all SSPs. While all ties are drawn in a way to depict C4IY as a sender of resources and information, there is one reciprocated tie with Bettina. As noted earlier in this chapter, Bettina receives resources from C4IY and provides resources to students in the organization through her work with the Butterfly Project. She helps facilitate a space for stress relief, which also gives her a place to find hope and, as she said, "recharge her batteries." I also note the tie between the Educators team and the organization, as well as the directed tie from Students leading C4IY to the Educators Team. These ties are depicted because of Bettina's and Octavio's descriptions of C4IY's work and their connections with Students and the Educators Team, respectively. For Octavio, the Educators Team is a place that provides numerous resources and support. By attending regular team meetings, Octavio discussed feeling encouraged "to keep that connection, maintain that and bring other folks in."

Within these findings, support for students with an undocumented or DACA status was almost never conducted individually. This is not to say that individuals' efforts were irrelevant, but rather, all actors were in some way connected to other actors/organizations in the network – C4IY in particular. Those who tended to offer the most overt, substantive support also tended be those most strongly oriented in transformative resistance coupled with, counterintuitively, a low perception of risk regarding their actions. This then corresponded to them also having some of the strongest social connections in the network, especially the SSPs. This then related to their continued ability to offer overt and substantive support to students with an undocumented or DACA status.

I transition now into understanding why SSPs develop and become integrated into networks. SSPs are the front-line staff working with students in recruitment, retention, and orientation (Cohen & Brawer, 2008; Rosenbaum, 2006), and therefore interacting with students with an undocumented and DACA status in the most varied ways . It remains important to understand how the networks create support for SSPs' to exhibit more resistance behaviors that are in opposition to how students with an undocumented or DACA status are treated at SCC. I use the concept of transformational resistance to guide the subsequent section.

Why SSPs Develop and Become Integrated into Networks

Throughout my study, it became clear that most SSPs, faculty, administrators/regents hold values that are not aligned with the values of SCC when considering how to support students with an undocumented or DACA status. As a result, their supportive actions are often in resistance to the college's treatment of these student populations. The acts of resistance that were named by some SSPs, are often supported by the networks described in the previous section. I conceptualized the educators' resistance by applying the transformational resistance concept

established by Solórzano and Delgado Bernal (2001). This concept led me to explore how educators' motivations for social justice and critiques of social oppression, the two intersectional dimensions of transformational resistance, relate to their efforts to resist SCC and support students with an undocumented or DACA status. In some cases, specifically among the SSPs, there was a clearer connection to each other in their networks, than was made among faculty, administrators/regents. Individual actors' motivations emerged as an important factor in understanding how strong their connections were to other actors in the network of support for students with an undocumented or DACA status.

Using the concept of transformational resistance to inform this analysis, I was particularly interested in the ways network actors' oppositional behaviors were related to a commitment to social justice and a critique of social oppression (Giroux, 1983a; Giroux, 1983b; Solórzano & Delgado Bernal, 2001). This is important because individuals who are guided by social justice and are more deeply aware of social oppression show a transformative resistance type of oppositional behavior. *Transformative resistance* is visualized as one of four quadrants described by the transformational resistance concept (Solórzano & Delgado Bernal, 2001). While these scholars first established this concept to better identify school resistance of Chicana/o students, Chen and Rhoads (2016) later used it to describe the type of resistance from faculty and staff displayed when supporting students with an undocumented or DACA status at a university.

As I discuss below, the network among SSPs emerged as a particularly important point of focus since their ties to each other and some external network actors is most defined. As front-line staff members who play various roles at the college including recruitment, orientation, and retention of students, their interactions with students' immigrant identities are common. Below, I apply the two intersectional dimensions of the transformative justice concept (motivation for

social justice and critique of social oppression) to my understanding of educators who support these student populations. I also add a third axis to designate perceived risk on the resistance graph, as this also related strongly to how the participants engaged this work. To begin, I offer a reminder about the definitions of social justice and social oppression I use in my study.

Social Justice Defined

I define social justice as a goal and a process (Adams, Bell & Griffin, 2016). The goal is to have "full and equitable participation of people from all social identity groups in a society that is mutually shaped to meet their needs" (Adams et al., 2016, p. xxi). Further, the process is "democratic and participatory, respectful of human diversity and group differences, and inclusive and affirming of human agency and capacity for working collaboratively with others to create change" (Adams et al., 2016, p. xxi). Among SSPs, faculty and administrators/regents, I tended to find a clear sense of connections to a struggle for social justice; however, their definitions, interpretations, and application of social justice differ greatly. Similarly, the critiques of oppression among the SSPs in my study vary, with many making clear connections to larger systemic issues that impact students with an undocumented or DACA status.

Social Oppression Defined

I define social oppression as a structure in society that concurrently fosters marginalization and privilege along a particular social identity (e.g., race, gender, social class, etc.). Social oppression exists when there is a hierarchical relationship between one social group who knowingly or unconsciously exploits another social group for their own benefit (Adams et al, 2016) Most SSPs, faculty and administrators/regents offered an awareness and critique of social oppression in my study. Most also made connections to larger structures in society that marginalize students with an undocumented or DACA status.

Perceived Risk Defined

Throughout my interviews, the concept of perceived risk arose as an important factor in the work of the educators at SCC. Perceived risk is precisely what the name implies: how risky do individual actors perceive an activity to be (Slovic, 2000). It is a subjective assessment that tends to incorporate additional components such as how likely is a negative consequence going to occur and what is the severity of this consequence (Slovic, 2000). The dimension of perceived risk is important in my study because, as I will detail later, there was an inverted relationship between transformational resistance and perceived risk. That is and somewhat counterintuitively, the more that participants were engaged in transformational resistance, the lower they perceived their personal risk.

Therefore, after discussing the educators' motivations for social justice and critiques of oppression, I add to this graph *perceived* risk as a third intersecting dimension that impacts how educators support students with an undocumented or DACA status. It is important to understand where educators fall within the quadrants, and octants with the third axis, especially for those who show transformative resistance in their work to support these student populations. After all, "transformative resistance offers the greatest possibility for social change (Solórzano & Delgado Bernal, 2001, p. 319)." Equity-oriented social change is needed to support access to college for students with an undocumented or DACA status (Muñoz, 2015).

SCC Educators and Resistance

In the following section, I use the concept of resistance to further understand the oppositional behavior of the participants in my study who support students with an undocumented or DACA status at SCC. I pay particular attention to the educators who discussed examples of resistance. I apply the two intersecting dimensions of transformational resistance to

the participants' narratives to locate the quadrant where their oppositional behavior falls within the concept of resistance (Solórzano & Delgado Bernal, 2001). This can be seen in Figure 5.8

Figure 5.8

The Concept of Resistance Revisited

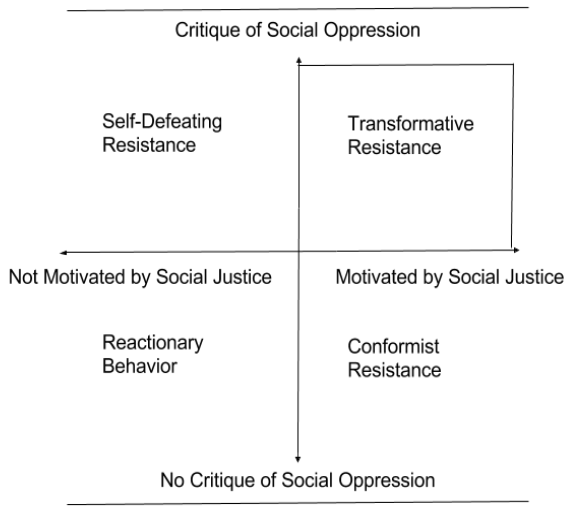


Figure 5.8. This figure reminds us of the concept of resistance. The original figure is located in "Examining Transformational Resistance Through a Critical Race and LatCrit Theory Framework," by D. G. Solórzano and D. Delgado Bernal, 2001, Urban Education, 36 (3), p. 318.

I offer Figure 5.8 as a reminder of the quadrants within the concept of resistance that Solórzano and Delgado Bernal (2001) established in their discussion about transformational resistance. The Reactionary Behavior quadrant is not an area of resistance. The quadrants of Self-Defeating and Conformist Resistance represent forms of resistance to dominant social norms, but they do not, promote the social change Solórzano and Delgado Bernal (2001)

It was clear that almost all SSPs, faculty and administrators/regents were motivated for social justice and critique social oppression in their work to support students with an undocumented or DACA status at SCC. Since they discussed resistance with a motivation for

social justice and critiqued oppression in different ways, it followed that their efforts would place them in the Transformative Resistance quadrant.

It is important to note that in order to be in this quadrant, an educator demonstrated how they participate in acts of resistance at SCC. Although they discussed their struggle for social justice and critiques of social oppression, during their interviews, Elisa, Emma, Gabriel and Gloria did not articulate how they participate in acts of resistance. Therefore, I speak only briefly about these educators. I also acknowledge that Julissa, Daniella and Edward are some of the participants in my study who demonstrated how they participate in acts of resistance at SCC. However, as I discussed above, I focus my key findings in this section on the motivations for social justice and critiques of oppression among the SSPs: Bettina, Octavio, Lorenzo, and Jasmine. They are the participants in my study who demonstrated how they participate in acts of resistance at SCC and who depict clear relationships to each other.

As I discuss my findings within the concept of transformational resistance, it is important to remember that the quadrants designed within the concept of resistance are not fixed. Within each quadrant, educators express various critiques of social oppression and motivations for social justice. The placement of the educators within the transformative resistance quadrant also vary. While it is appealing to show the plotting of educators within quadrants, this approach would distract from the larger focus of my study to understand where networks exist in the quadrants. Networks remain my unit of analysis. Instead of measuring educators' motivation for social justice and critique of social oppression, I explain how the data collected during my interviews shows how educators' motivation for social justice intersects with their critiques of social oppression. I am most concerned with how these intersecting dimensions are related to the struggle for social justice and understanding of oppressive structures impacting students with an

undocumented or DACA status. I begin by sharing the findings about the SSPs' critique of social oppression.

SSPs' Critique of Social Oppression

SSPs provided clear critiques of oppression that impact access to education for students with an undocumented or DACA status, as well impacting the work of SSPs at SCC. There was a range of critique of oppression among SSPs at SCC. Jasmine, for instance, displayed clear frustrations and forms of resistance at SCC, yet her open critique of social oppression regarding students with an undocumented or DACA status was less visible. When asked about the system that these student populations exist in, Jasmine explained that students are forced to deal with insecurity and instability in higher education which "impacts their whole being emotionally, mentally, and intellectually." Bettina, on the other hand, brought an understanding of the larger systems of oppression more clearly into her daily work with students. Bettina explained her disgust and anger she has about the ways the federal and state governments treat people with an undocumented or DACA status.

> It's just, you know, in the history of our humankind we do this. We continue to do this. We dehumanize. Whether it's in our American history where Irish immigrants were the trash of the moment right, to Holocaust victims, to you know people in just every other part of the world. And I just feel like how many times do we have to learn this? How many times are we going to put up with trying to blame a group of others before we realize we're dumb. And so, we have to we have to say no and resist.
>
> (Bettina, SSP)

Bettina's sentiments were similar to Lorenzo and Octavio, who also saw the impacts of policies and politics in the state on students with an undocumented or DACA status. Octavio

spoke about "the hate crimes going on, and just to racism and prejudice and the laws being passed and people that are being elected," as points of concern within the large system of oppression. Similarly, Lorenzo shared the sentiments that bring the concerns within a racialized system to a state level that impacts students at SCC.

> In the state, the politics are very racialized which definitely has a lot of implications especially since we're a border state. Also not only has racial implications, but because of that there is always a consistent, I guess I would perceive it as a fear in the white population in the state that immigrants are going to make this state worse.
>
> (Lorenzo, SSP)

When combined with their critiques of oppression, the SSPs' misalignment of values with the SCC's values lead me to recognize clear example of resistance among this population of educational actors. In addition to clear critiques of oppression by Bettina, Octavio, Jasmine and Lorenzo also identified how their struggles for social justice motivate them to resist how SCC treats its student with an undocumented or DACA status.

Motivation for Social Justice

My interviews and reflection on SSPs drawings show they support students with an undocumented or DACA status because they are motivated for social justice. Additionally, their personal experiences greatly contribute to their orientation in social justice. Although they discuss social justice differently, the struggle for social justice is important in determining how they serve students, as well as with whom they will work at SCC. For Bettina and Lorenzo, two SSPs, their actions directly connect to the definition of social justice in that they seek to create equitable access to education for students with an undocumented and DACA status. However, they believe *social justice* is a term that is too big to use when discussing why they do their work

for students. As Lorenzo said, “I don't believe I need to make it a point for everybody to know that it's for social justice purposes. I know that it's for social justice purposes.” Bettina further explained, “Social justice feels really huge.” Octavio and Jasmine are similarly motivated for social justice. Octavio and Jasmine’s thoughts exemplify how they highlight the ways their motivations are tied to a struggle for social justice. Octavio said, “I’ve always innately been kind of a social justice warrior.” Jasmine noted, “I feel like philosophically and fundamentally that I am a social justice advocate and I believe in equity and inclusion.” Their explicit beliefs in themselves as educators driven by social justice plays a crucial role in who they work with. As I discussed earlier in this chapter, SSPs identified colleagues whom they work with to support students with an undocumented or DACA status by how they visibly showed support for these student populations. Octavio and Jasmine, for example, believe it is necessary to show visible support and share in their vocalized struggle for social in order to enact social justice praxis justice.

The SSPs are also motivated by factors that are more personally connected to family or friends and move them toward engaging in social justice. Collectively, all SSPs formerly had an undocumented status or know a family member with an undocumented or DACA status. This personal connection helped them develop a better understanding of the students with whom they work and who are from these populations. Lorenzo, who formerly had an undocumented status, said,

> I came here as a child as well without papers. And if it hadn't been for the simple fact that my mom married my stepdad who is an American Citizen I would be in those shoes right now, as well. I got lucky. Like I said. So one, for me it's a sense of duty to help those like me. Not only with that sense of duty, but also like me as an individual I want to, I want to

> leave this world, like if I were to die tomorrow I would want to be able to say that I left this world better than it was the day before.
>
> (Lorenzo, SSP)

Lorenzo's personal story connected him closely to how he wants students to be treated. For him, there is a clear responsibility to help and work with students with an undocumented or DACA status. Lorenzo's beliefs in these student populations exemplify one of the foundational goals of social justice which is to have "full and equitable participation of people from all social identity groups in society" (Adams et al., 2016, p. xxi). Jasmine provided a similar sentiment. Although she did not have an undocumented status, she has family who does.

> I've had different family members immigrate here and some of them have had an undocumented status. And so, I know what some of my cousins have gone through. I know what I can relate to. How students must feel because I got a sense of how my cousins felt when they thought they were U.S. citizens and learned that they weren't.
>
> (Jasmine, SSP)

Bettina's additional motivational factors included individuals with whom she had a relationship. Although Bettina did not refer to connections to family as motivators like Lorenzo and Jasmine, she spoke about her connections to individuals with an undocumented or DACA status through her work with families living in the U.S./Mexico border region. Bettina's comments connected with another key component of the social justice definition regarding the need to respect human diversity and differences (Adams et al., 2016) when she said,

> I just see people and it just feels like a human right to be able to access education. So for me it's not a question of should I. It's like why are we, why is our country, why is our

> state, why is our college so focused on making obstacles. So it just ticks me off. So maybe I get a little mad.
>
> (Bettina, SSP)

For Jasmine, Lorenzo, Bettina, and even Octavio who supports students with an undocumented or DACA status because as he said, "They're our neighbors," they are motivated by a fight for social justice and personal connections through family or work experiences. Their personal connections lead to their engagement with and orientation in social justice. Their struggle for social justice could be seen in their work to rehumanize students with an undocumented or DACA status and the students' struggles to attend SCC.

While it remained clear that SSPs were motivated for social justice and critique oppression, a third dimension emerged in their efforts to support students with an undocumented or DACA status which is not accounted for in Solórzano and Delgado Bernal's (2001) resistance framework. This third dimension, defined as *perceived risk*, was a salient part of the descriptions for all participants in my study. In a federal and state context in which SCC is situated, risk is an important factor to consider because supporting these student populations can come with consequences that directly impact educators' well-being. Scholars theorized about risk with regard to educators supporting students with an undocumented or DACA status (Chen, 2013; Chen & Rhoads, 2016) and other civil rights activities (McAdam, 1986). The exploration of high-risk activism showed how individuals participate in struggles for civil rights because of their ties to others in the struggle, affiliation with organizations, and previous involvement with civil rights activities (McAdam, 1986). My methodology does not allow for me to accurately understand the *actual* risk involved for the participants in my study who demonstrate acts of resistance at SCC to support students with an undocumented or DACA status. I also cannot

assess if a choice by an educator is a high or low risk. Instead, I focused on perceived risk. I found that the participants' perceived risk is clearly articulated during the course of their interviews. I discuss these perceptions and impact on SSPs' support of these student populations below.

Individual Perceptions of Risk at SCC

Perception of risk is both subjective and objective (Slovic, 2000). It is a subjective assessment that individuals make about their environments and actions, but it is objective in that their perceptions shape their lived reality (Slovic, 2000). At SCC, the perceptions of risk varied greatly among individual educators and among the categories of SSPs, faculty, and administrators/regents. SSPs, administrators/regents expressed feeling minimal risk for supporting students with an undocumented or DACA status. Faculty tended to have mixed perceptions of risk. I developed an understanding of risk among my participants by making connections between three subthemes: 1) participant thinks about risk, 2) participant feels at risk, and 3) participant chooses to take a risk. The first and second subthemes provide participants' beliefs about their personal risks. The third subtheme arose from the conversations with SSPs and serves as a way to understand how risk may impact participants' work. I begin with the SSPs' perceptions of risk, which lays out an interesting way to understand how SSPs lack of feeling of risk may assist in their abilities to resist the college.

SSPs Do Not Feel at Risk. There was an unanticipated issue when it came to perceptions of risk. The SSPs, many of whom were the most active in resisting the state, their institution, and striving to support students with an undocumented or DACA status, also expressed relatively low perceptions about the risks of their work. Most SSPs did not openly consider risk until our individual interviews. In order to depict how perceived risk plays a role in SSPs' support of these

student populations, I offer Figures 5.9 and 5.10 which show the three intersecting dimensions of critique of oppression, motivation for social justice and perceived risk. I plotted the SSPs on the updated graph of resistance. Within Figure 5.9, the direction of the arrow on an axis is connected to an increase in what the axis represents. Simply put, whichever way an arrow on the axis is pointing means "more." For instance, the arrow that points up on the "Critique of oppression" axis correlates to if an individual critiques oppression. Please note, these are not meant to be precise evaluations of each individual, but rather, an approximation. It is more important which octant the participants find themselves as opposed to the within-octant variation as I will later explain.

Figure 5.9

Transformative Resistance Concept with Third Axis

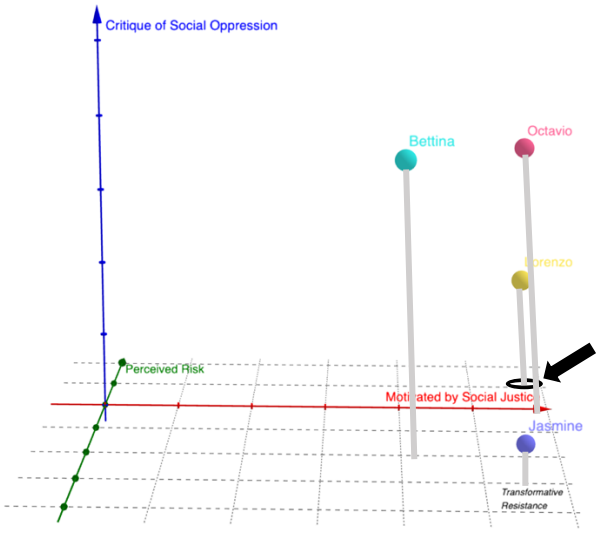


Figure 5.9 provides one view of the location of nodes representing the SSPs at SCC. According to data collected in their interviews, I plotted all SSPs in an area that shows little perceived risk, with the exception of Lorenzo. I describe this later within this section. This is made clearer in Figure 5.9 to show how the nodes do not exist past the axis representing motivation for social

justice. Figure 5.9 offers a view of the individual SSPs as nodes, while Figure 5.10 shows the network of SSPs. Overall, there is little perceived risk, as exemplified by the SSPs' narratives.

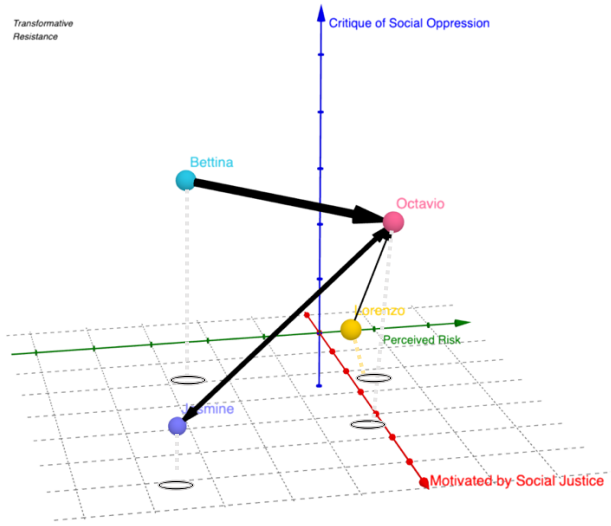
Jasmine's perceived risk is low, as depicted in Figure 5.9. While laughing and seeming surprised by the realization that risk may exist in their work, Jasmine said, "You know I don't ever think about the risk. Yeah. <pause> I don't think about risk." This was similar for all SSPs, yet it appears differently in their experiences. For instance, Octavio, Lorenzo and Bettina also do not openly consider risk, but expressed clear ways they are ready to defend or resist a challenge to their work.

> I go out of my, a lot more out of my way than my institution would want to in order to help these students. So much so that actually one of my supervisors has commented on it in a very subtle way of making it apparent that I have other things I need to be focusing on. And I just choose to ignore it.
>
> (Lorenzo, SSP)

Lorenzo's view on how he could face repercussions from his supervisor show a sense of risk that he is aware of, but not tremendously impacted by it. Hence, his node is located closer to perceiving risk more regularly. Nonetheless, Lorenzo's need to support students with an undocumented or DACA status outweighed his concerns of receiving negative comments from his supervisor.

Figure 5.10

Octavio's Network in Transformative Resistance Octant



The feelings were similar for Octavio and Bettina who took this one step further by describing what they do if they were challenged by supervisors or administrators regarding their decisions to support students with an undocumented or DACA status. When asked about whether he feels at risk, Octavio laughed and referenced a common chant in the migrant justice movement often heard at rallies to support people with an undocumented status as he described his feelings of risk (Muñoz, 2015).

> But what is the quote? Undocumented and unafraid? I'm kind of like those folks over there. <laughs> I'm not afraid. So, if they were to come and say something, I'd say I'm sorry. I won't do it again. But, I probably would do it again.

(Octavio, SSP)

Octavio's thoughts show a clear belief in how he perceives risk to exist and strategy to navigate through it. Bettina offered similar sentiments about navigating risk, and focused on how she thinks the risk is truly with the college and not with her as an employee. As such, her perception

of risk seemed minimal. She discussed working within vague policies while always aiming to work in favor of the student.

> I think sometimes it's easier for me to get confused by certain documents here, and I will. I try to err on the side of the student. So, if ever there is a form that is to fill out or be filled out, or there is an opportunity that a student is wondering about, I think it's very much in my nature to ask for forgiveness rather than permission as we say in Spanish. So, I like to err on the side of the student. If there's anything that's ambiguous in any form I take that as the opportunity to benefit the student.
>
> (Bettina, SSP)

In general, Bettina worked to support students with an undocumented or DACA status from a belief that "if [she] can say [she's] doing my best to serve students, then [she's] okay." It remained clear that while SSPs accounted for risk on some occasions, they were not debilitated by it. Their perceptions of risk and consideration of consequences, if at all, did not stop SSPs form supporting these student populations. For those SSPs like Lorenzo, who thought about risk only because concerns or questions were brought to them by administrators or supervisors, they established a form of self-defense to protect their work. Overall this protected their ability and allowed them to continue supporting students with an undocumented or DACA status, whether risk existed or not.

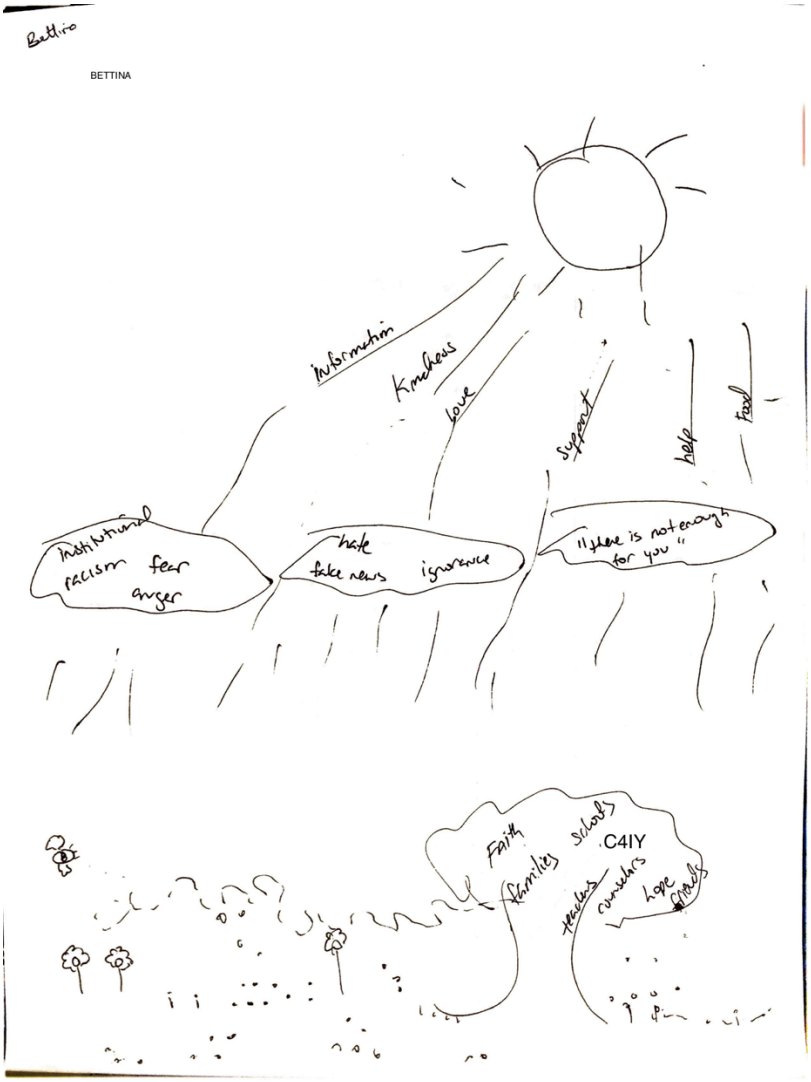
In the closing section of this chapter, I build on the new third dimension I added to the concept of resistance by discussing the way the network among SSPs exists in this graph. Since the network is my unit of analysis, it is essential to discuss it in the context of resistance. My findings about the SSPs' network will show how such a network serves as strategies for educators to support students with an undocumented or DACA status.

How Networks are Strategies for Supporting Students

As anticipated by the literature, and outlined earlier in this chapter, a network exists among educators at SCC. It includes individual actors and organizations internal and external to the college and is used for different purposes. In general, I find there is a range in who participants in my study connected with to create or be part of a network around the needs of students with an undocumented or DACA status. The reliance on actors and organizations in their networks is described by Bettina's drawing from her interview. While abstract, Bettina's depiction in Figure 5.11 provides a way to understand how educators gather resources from within their networks in order to deliver better information and support to students with an undocumented or DACA status. In her description of the drawing (see Figure 5.11), Bettina identified herself as a bee (circled in the image) who travels around picking up information and resources from families, teachers, and community organizations.

Figure 5.11

Bettina's Drawing of a Network



As Bettina described, she delivers these resources to students, who are represented by seeds and flowers. Seeds are students who need information, and flowers are students growing with the resources they already have.

> And then as I'm kind of going about my business I can share that as I go with whoever crosses my path or when I'm in one place. So, I'm one small part, but an important part to

> help make this a reality for more people in the face of these obstacles, when really there's more than enough resources for everything.
>
> (Bettina, SSP)

Bettina further depicted the climate in which students and educators at SCC exist by drawing sunrays and clouds that block them. In Bettina's perspective, the sunrays represent information, kindness, love, resources, help, and support. The clouds, which are blocking the sunrays from helping the seeds grow, represent fear, anger, institutional racism, fake news, ignorance, and a common misconception she sees people have which Bettina called "there's not enough for you." Bettina's drawing of a bee flying among the sunrays and clouds offered a foundational way to understand how educators identify resources in their networks in order to distribute them to students. Her depiction also leads into the conclusion of this chapter where I discuss how educators use networks as places of support and care, resources, and knowledge sharing which help sustain their resistance to policies that block access to higher education for support students with an undocumented or DACA status. I use C4IY, an organization to which educators in my study are tied, to exemplify this further.

Networks Offer Support and Care for SSPs

From my study, I found that the network at SCC, and particularly SSPs' networks showed care for network actors' thinking and supported the creation of strategies that reinforced their resistance efforts. This is evident in Octavio's and Lorenzo's descriptions of networks. When speaking about educators he worked with inside and outside of SCC, Octavio said,

> I just enjoy seeing people shatter barriers, break through walls…And I'm seeing, you know, all these injustices. I love to help shatter them barriers man, or get around, get over, get up, burn them down. Whatever we gotta do. It's just that.

(Octavio, SSP)

Octavio's connections to an external network of like-minded educators gave him a feeling of support as he engaged with actors in the network who work at SCC to support students with an undocumented or DACA status.

In addition to using networks to build resistance to policies that blocked these student populations from accessing college, Lorenzo discussed how actors in his network, show care for him. As a SSP who faced questions from his supervisor about his efforts to support students with an undocumented or DACA status, he utilized the actors in his network for support in navigating his work environment.

> If I reached my wit's end on a specific policy or how to bend a policy to kind of make something happen, I can call one of them and or text one of them and we can kind of talk through it without actually making any waves in my institution.

(Lorenzo, SSP)

For Lorenzo, having actors in his network with a similar mindset provided calmness and offered a space that showed cared for his well-being as an educator trying to support students with an undocumented or DACA status at an institution and within a state that showcased the opposite sentiments, in his opinion. Lorenzo continued,

> It benefits my work in the sense that I don't go crazy thinking that I'm the only one dealing with this stuff because oftentimes I'm not. Specifically, it helps me keep a level head, and keeps me from saying, 'You know, F this. I quit.' Because I have someone that's like willing to listen and understand, and they know that the kind of work that I do or at least kind of the general area. And they know that because they're passionate and they know I'm passionate, they want to help me make sure that I'm okay personally and

> professionally to help these students. So, when I reach kind of like my frustration with a certain policy and if I need to vent, I can reach to one of them.
>
> (Lorenzo, SSP)

From Octavio's and Lorenzo's discussions, networks and their actors provided places that showed care for its members and offered ideas to many educators in my study on how to resist institutional and state policies. Bettina advanced this discussion by discussing the way C4IY provides a space of healing for her.

Part of the reciprocal tie with C4IY for Bettina included her volunteering with C4IY's Butterfly Project. As a SSP who provided support and advising to students who attended the project, Bettina also discovered what she gain from her involvement.

> I didn't realize how important [the Butterfly Project] is to me because it can feel very overwhelming when there's so little that I can do [for students]. When all I want to do is help the student, and there's not much I can do. By doing that [project] it allows me to have some hope, I think, and to recharge my batteries because that's at least one thing I'm actively doing on my own time without having to check in or navigate institutional rules.
>
> (Bettina, SSP)

Bettina's discovery of a place in her network that helped her release her own stress and feel like she is doing something to help students, exemplified what Lorenzo and Octavio discussed. A network, or more specifically the actors within it, has the ability to provide care for its members.

With respect to the ties between educators and C4IY, I also find that the organization exemplifies ways a network provides resources and information, as well as hold a space for knowledge sharing. I discuss this further in the subsequent sections.

Networks Provide Information and Resources

While I focused on SSPs in the previous section, I find it necessary to bring faculty and administrators back into the final section because all educators in my study referenced C4IY as an organization in their networks that they turn to for resources and answers to questions about how they can support students with an undocumented or DACA status. Some educators also mentioned different centers and organizations that they turn to for resources, including the Sunshine Center at Sunshine University and Diversity Center at SCC. These centers provide services and resources to students from marginalized populations, including immigrant students. Yet, most educators had sentiments similar to Edward, who noted, "C4IY would be the primary group, primary resource" that he turns to for answers. When asked about who they connect with in their networks to support students with an undocumented or DACA status, Octavio said he turns to C4IY because they are "the number one resource there." He and Bettina rely on separate network actors outside of SCC which are connected to the organization. These actors, called the Educators Team and Butterfly Project, were discussed in Bettina's and Octavio's individual networks earlier in this chapter.

Similarly, Jasmine noted her connections to C4IY within her drawing of a network. Among her partners, she listed C4IY as an "incredible resource and advocate."

> I believe I rely mostly on C4IY and the Sunshine Center for knowledge. And in trying to understand, like federal policy, state policies, what the rights are of DACA and undocumented students. I don't feel like there has been that educational piece or resource at [SCC].
>
> (Jasmine, SSP)

For SSPs like Jasmine, C4IY provided knowledge about areas that SCC does not provide. Julissa, a faculty member, offered similar sentiments. When describing her network drawing, Julissa discussed how she gains knowledges and resources from C4IY:

> And then I have this kind of arrow out which is to a group of people, which is an organization that I rely on a lot here in in Tucson to seek out resources and support. So, they would be representative of the organization and the people in that organization.
>
> (Julissa, faculty)

According to Julissa, the organization offered support that she does not find at SCC. She added that C4IY is a place she turns to when she needs answers to "anything that is universal or at a larger, bigger picture," which cannot be answered by faculty or SSPs in her SCC network. As an external source of knowledge, C4IY also remained an important piece of her external network that she turns to for resources and training on how to serve the needs of students with an undocumented or DACA status. According to Bettina, Octavio, Daniella, and Gloria two SSPs and two administrators respectively, part of C4IY's work is to train educators, something they have benefitted from in their positions. When speaking about C4IY, Gloria said she connected with them, "think about ways that we support our students through funding, but also through training our staff and our faculty around issues that undocumented and DACA students have to navigate."

Gloria's desire to connect students with an undocumented or DACA status to financial support from C4IY was common among educators in my study. Lorenzo, one of the SSPs explained, "I refer a lot of students to C4IY which has a lot of different educational and scholarship resources. Scholarships being the number one thing that most students are looking for." He, like other educators in my study, attained information and resources about scholarships

from the organization. For SSPs working at a college and within a state that does not support or openly rejects students with an undocumented or DACA status, their access to resources, information and knowledge sharing opportunities are crucial to their frontline efforts to support these student populations at SCC.

Networks Provided Space for Knowledge Sharing

In addition to receiving information from training events and connecting students to C4IY's resources, some educators noted that the organization is part of their network because it provides different spaces for knowledge sharing. This actor within their networks offered opportunities for creating solutions to problems facing students with an undocumented or DACA status and establishing workarounds when faced with institutional obstacles because of federal, state or SCC policies. SSPs, faculty, and administrators/regents shared knowledge within experiences created by C4IY, including the organization's all-day training events. These events differ from other C4IY trainings because they provided space for educators to engage with each other in group discussions where they identify ways that students with an undocumented or DACA status can enroll in college and find scholarships.

For Daniella, an administrator/regent, the facilitators at the day-long training inspired her because it provided a place that corrected her misinterpretations of immigration law. It also created an opportunity for administrators/regents from SCC to meet and create new ways to support students with an undocumented or DACA status specifically at the college. During our conversation about networks inside and outside of SCC, Octavio discussed how he valued the day-long training for similar reasons to Daniella.

> A lot of us go to the annual day-long training and get trained there. I love that one because you get more, and you have more time to get more in depth. We also met

> together ourselves [at SCC] sometimes just to talk about issues based off of actions that we planned at the day-long trainings.
>
> (Octavio, SSP)

As Octavio pointed out, C4IY's day-long training offered knowledge to participants, while offering space for educators to dig deeper into conversations and create solutions that address the needs of students with an undocumented or DACA status. According to Octavio, educators used the knowledge they received from the external network source at the training event to inform members of their network internal at the college.

Spaces like C4IY's day-long training and the Educators Team, discussed earlier, offered opportunities for educators to share knowledge and strategize ideas for resistance. Such spaces indirectly created solutions needed for addressing the problems of college access and affordability for students with an undocumented or DACA status by directly giving learning and support opportunities to educators engaged within them. As such, these spaces were invaluable.

Within this chapter, I offered a depiction of networks and description of network actors. Through my description, I provided a wide view of an undirected binary network that exists at SCC and which connects most of the participants. For the participants with ties to the internal network, I explained how SSPs are at the center of the network, and are therefore, central in my discussion about how networks are utilized for self-care or building resistance. This is not to disregard the networks that also exist for faculty and administrators/regents. Their networks are important, but for this study, I centralize SSPs, a category of educators at SCC who are key to the successes of students with an undocumented or DACA status at higher education institutions (Chen, 2014).

In the final chapter I offer a deeper analysis of the findings presented here by using the Social Network Analysis and applying the theoretical frameworks to my understanding of the network among educators at SCC. With SNA as my lens, I discuss the more intricate details about the network actors and ties among them (Yang et al., 2017).

CHAPTER 6: DISCUSSION & IMPLICATIONS

My study examines college access and success at a community college for students with an undocumented or DACA status. Instead of looking at the students who attend the institution, I focused on the educators, specifically Student Services Professionals (SSPs), who support these student populations. Most students with an undocumented or DACA status attend a community college (Teranishi, Suárez-Orozco & Suárez-Orozco, 2011), yet much of the current research examines college access for these student populations at a four-year university. Therefore, I found it vital to focus my research on community colleges. In my study, I sought to understand how SSPs serve the needs of students with an undocumented or DACA status attending a community college. To review, three research questions guided my study:

1. How do SSPs create networks at a community college to work with students with an undocumented or DACA status?

2. What motivates SSPs to develop networks at a community college to support students with an undocumented or DACA status?

3. How does building networks serve as a strategy for SSPs to support students with an undocumented or DACA status at a community college?

In this final chapter, I summarize my findings to offer a deeper understanding of how SSPs at a community college support these student populations. I suggest the need to reconsider community organizations' roles in educators' change efforts, as well as a new intersecting dimension to be considered when examining the concept of resistance. I also discuss an inverted way of viewing the ways weak and strong ties are used to pass along resources and information within a network. I argue, specifically, that strong ties between individuals in a network are the necessary vehicles for transmitting information. I close this chapter with recommendations for

practice and implications for institutions, policy and theory. I conclude by offering suggestions for future research.

Summary of Key Findings

I began my study by seeking educators who supported students with an undocumented or DACA status at a community college. I interviewed SSPs, faculty, administrators/regents particularly at Saguaro Community College (SCC), a college located in the Southwest U.S. in a state with laws that block access to higher education for these student populations. My study provided me with a unique opportunity to understand the networks these educators rely on to support students with an undocumented or DACA status at one institution. Since SSPs were the primary focus of this work, I most closely analyzed their networks. SSPs at SCC were also the only category of educators in my study who both demonstrated how they participated in acts of resistance and identified clear networks and network actors. Through my interviews and referral to documents produced by SCC leaders, I discovered the ways that SSPs use networks to support students with an undocumented or DACA status.

At SCC, networks with internal and external actors are essential to supporting the needs of these student populations. This finding supports what Chen and Rhoads (2016) identified in their study of university faculty and staff who support students with an undocumented status. After analyzing the network among SSPs and visualizing their individual networks using a social network analysis, I discovered that in order for individuals to be identified as those within a network, individuals must show visible and explicit support for students. Through this identification, educators can develop strong ties among each other built on trust, a common misalignment with policies, and common desire to resist such policies with a transformative lens.

Additionally, I found that educators' support for students with an undocumented or DACA status was almost never conducted individually at SCC. This does not mean that individual efforts are irrelevant or absent. However, all network actors are in some way connected to other actors/organizations in the network. In particular, all actors at SCC were connected to C4IY, an organization external to SCC that provides knowledge and a place for information sharing. The SSPs tended to offer the most visible, substantive support to students with an undocumented or DACA status at SCC. They also tended be the most strongly oriented in transformative resistance because they were highly motivated for social justice and offered clear critiques of social oppression, especially when connected to the systemic impacts on students with an undocumented or DACA status. The SSPs' transformative efforts were coupled, counterintuitively, with a low perception of risk regarding their actions of resistance to the college and/or the state policies that hinder access to college for these student populations.

Out of all the educators in my study, the SSPs showed some of the strongest social connections in the network at SCC. Their network, especially when including external actors like C4IY, help maintain their abilities to continue offering support to students with an undocumented and DACA status. These strong ties within the network provide opportunities to be cared for and build resistance strategies so they can start or continue supporting these student populations in substantive ways.

In the subsequent sections, I provide my recommendations for practice and institutions. I offer implications for theory by discussing my addition to the transformative resistance concept, paying particular attention to the concept of perceived risk. I suggest another theoretical implication by discussing the ways strong ties impacted SSPs' abilities to support students with an undocumented or DACA status. I also identify implications my findings have on the Critical

Agency Network Model by discussing the essential ways educators connect with organizations external to the college in order to create change. I conclude by offering recommendations for future research.

Perceived Risk as a Dimension of Transformative Resistance

After analyzing the networks among SSPs at SCC in my study, it is clear to see that SSPs are motivated for social justice and critique social oppression, two key dimensions of the transformational resistance concept (Solórzano & Delgado Bernal, 2001). As a result, I determine that their resistance to policies that harm students with an undocumented or DACA status is transformative. SSPs discussions about transformative resistance also brought to light the limited perception of risk in their efforts to support these student populations. Though I do not assess the risks the participants encountered doing this work, I instead assess their perceived risks, or how risky individuals perceive an activity to be (Slovic, 2000). I looked at the SSPs who support students with an undocumented or DACA status and their network at SCC and found an inverted relationship between their transformative resistance efforts and perceived risk. While SSPs demonstrated acts of transformative resistance, they perceived little risk. SSPs use their individual agency to struggle with institutional or state policies and are supported by their network. Yet, they perceive minimal risk for their actions. In fact, the more ways SSPs demonstrated how they participate in transformational resistance to the state or SCC in their work to support students with an undocumented or DACA status, the lower their perceptions of risk appeared. I determined this based on the resistance SSPs discussed.

This inverted relationship between transformative resistance and perceived risk was unanticipated and counterintuitive to what we know about risks. It is particularly counterintuitive

to what we know from research about higher education staff and faculty who work with students with an undocumented or DACA status. That is, in a state and country that formalize xenophobia through policy, supporting undocumented and DACA status students is a risky endeavor (Chen & Rhoads, 2016; Rincón, 2008; Castro-Salazar & Bagley, 2010; Pérez Huber, 2009, 2010). So, why would an ostensibly risky activity be perceived as low risk?

This inverted relationship might be occurring for SSPs at SCC for three possible reasons. First, the SSPs likely also perceive less risk because they believe the students with an undocumented or DACA status risk more, as noted by SSPs and faculty in my study. Students' risk is apparent based on the xenophobic environments in which SCC is situated. Second, SSPs are connected to a network that includes fellow SSPs, and more specifically C4IY, an organization external to the college. Their work within networks allows for them to avoid being the primary point person at the college who supports students with an undocumented or DACA status. Finally, SSPs possibly perceive less risk because their network is comprised of like-minded thinkers who support these student populations with a fight for social justice and critique of social oppression. In addition to supporting their resistance, the SSPs' networks provide a place of care, provide resources and support strategies of resistance, which can decrease their perceptions of risk in their work. The SSPs' networks at SCC exemplify ways that networks can create opportunities for educators at a community college to support students with an undocumented or DACA status even in institutions and within states that restrict access to education or favor deportation of these populations.

The Strength and Necessity of Strong Ties

I discovered that applying Social Network Analysis (SNA) revealed something in contrast to previous studies that examine networks through a social network perspective.

Traditionally, scholars discussed the importance of weak ties between network actors, and focused on how these ties offer a transmission of new and unique ideas (Granovetter, 1973; Burt, 2004; Clarke & antonio, 2012). Weak ties were found to be most helpful when passing along good ideas (Burt, 2004) and job opportunities (Granovetter, 1973). Scholars acknowledged that strong ties serve as sources of redundant and repetitive information shared among network actors. Between individuals who have strong ties, information was also assumed to travel slower (Ritzer, 2005). In my study, conversely, strong ties were the driving force behind SSPs to supporting students with an undocumented or DACA status at SCC. At SCC, the SSPs who have strong ties to each other and to C4IY, an external organization, appear central to the college's support of students with an undocumented or DACA status. I argue that with strong ties between individual actors and C4IY, more support can exist for these student populations at SCC.

In general, the network among SSPs at SCC appeared to be a place that transmits ideas which support resistance. Strong ties also appeared to be necessary at SCC when examining how SSPs work together or rely on information from C4IY to support students with an undocumented or DACA status. For Octavio, he relies on deep relationships with Jasmine and Bettina. He also relies on C4IY, like Bettina. With such trust between these actors, information and ideas appear to be spread on how to meet the needs of these student populations. As noted, Octavio's recruitment of these students is influenced by C4IY, Bettina, and Jasmine. With strong ties, the information appears to be transmitted well. We see this between Octavio and Lorenzo and Octavio and Gloria. This is counter to what we know most commonly about weak ties or at least what has been inferred. At SCC, strong ties lead to the transmission of ideas that may be redundant as discussed by Granovetter (1973). While redundancy was not measured in my study, redundant transmission of information and resources for students with an undocumented or

DACA status in a state that upholds xenophobic policies, may be necessary. Context and environment, in other words, may impact the whether strong or weak ties will be more effective in transmitting ideas and resources in a network.

The commonalities among SSPs, a trait of strong ties, also plays a vital role in the effectiveness of SSPs' network. All SSPs share in common their personal connections to undocumented communities. They also share, in the case of Octavio and Bettina, the belief in being explicit and visible with their support. Their visibility allows for them to see each other and trust in each other's work. As such, a trusting relationship means a strong tie which led to information being passed on a consistent basis. Even if slow, as believed by some scholars (Ritzer, 2005), the transmission of info about students with an undocumented or DACA status happens between network actors with strong ties. With strong ties in a network, SSPs are more likely to find support and encouragement of resistance.

Implications for Practice

My study added to the growing body of research that acknowledged the important roles SSPs play in upholding or removing obstacles to higher education for students with an undocumented or DACA status (Contreras, 2009; Muñoz & Maldonado, 2012; Pérez, Muñoz, Alcantar, & Guarneros, 2011; Suárez-Orozco et al., 2015; Pérez & Cortés, 2011; Valenzuela et al., 2015). Therefore, I offer a set of implications for practice that are specific to Student Affairs Professionals. I also offer recommendations to activists external to higher education institutions but whose work connects them to the institutions. I begin by discussing implications for Student Affair professionals.

For Student Affairs Professionals: Resist, Build, Transform

SSPs at SCC represent a unique set of Student Affairs professionals because of the varied nature of their work in higher education. In my study, SSPs served in the areas of recruitment, retention, admissions, advising and orientation. As educators working at a community college that historically underserves or does not serve students with an undocumented or DACA status, their work is connected to managing crises, helping students find careers, and student advising (Rosenbaum, 2006). From my findings, I illustrate five key recommendations that can serve as a guide for Student Affairs practitioners who seek to support students with an undocumented or DACA status, especially in environments that uphold xenophobic, racist-nativist beliefs and do not welcome immigrant youth at an institution. It does not go unnoticed that all SSPs in my study and all but two research participants who openly discussed their support of immigrants with an undocumented or DACA status are people of color. Knowing the labor of opening doors for other communities of color, such as the student populations discussed in my study, I offer recommendations for all Student Affairs practitioners, but especially those who are white, U.S. Citizens.

1. Work in a network to support students with an undocumented or DACA status
2. Use a poster that shows you "support students with an undocumented or DACA status" as a conversation starter and measurement of who you can build with, not an answer to being an ally
3. Find and build with others who openly display acts of transformative resistance
4. Build relationships with organizations external to the institution
5. Secrecy builds trust within networks is important, particularly in oppressive contexts

With you and me in mind, because I am also a Student Affairs professional, I challenge Student Affairs professionals to join or start a network when looking to support students with an

undocumented or DACA status. Networks are proven to drive social change in higher education institutions (Kiyama et al, 2012; Kezar et al, 2011). Networks were important for SSPs care, support for their transformative resistance, sharing of knowledge and finding resources. While the SSPs at SCC discussed individual moments of resistance, such moments were often enacted within a collective of other SSPs and/or C4IY. Within networks, individual acts are more powerful, but frequently are not recognized. Therefore, it becomes important to join and/or develop a network.

Second, I urge practitioners to re-evaluate the social/pedagogical function of posters such as those from undocy-ally training sessions. Displaying posters that read "I support students with an undocumented or DACA status," are important, but they are insufficient by themselves to be co-conspirators with students who have an undocumented or DACA status. While allies are people who will say they support someone being oppressed, co-conspirators are individuals who come to work in the trenches alongside individuals being oppressed. Co-conspirators are needed to transform oppressive structures (Jones, 2015; Love, 2019). The posters and similar symbols should be used as conversation starters and tools to help find transformative educators you can trust and be in relationship within this struggle. Ultimately, the actions and connections that lead to being a co-conspirator can be facilitated by putting up symbols such as posters, but remember these symbols are a means to an end, and not an end in-and-of themselves.

Third, and in relation to the previous challenge, build a network with other actors and organizations that are transformative. Such networks can strengthen one's ability to resist unjust policies, offer care, and decrease perceptions of risk in work that may otherwise seem risky. These networks can collectively encourage a critique of social oppression and motivation for social justice. Without these two necessary dimensions in resistance work, strategies of support

will not address larger oppressive structures bearing down on people with an undocumented or DACA status (Solórzano & Delgado Bernal, 2001).

Fourth, secrecy can be essential to building trust which supports the existence and maintenance of networks that support populations being dehumanized by federal, state and institutional policies. In the case of SCC, SSPs, faculty, and administrators/regents often remained secretive about their descriptions of networks that support students with an undocumented or DACA status. Similar to past research, it remains important to establish networks to support these student populations (Chen & Rhoads, 2016; Chen, 2013). However, the secrecy of such networks can be essential to the network's existence and ultimate survival, especially in oppressive environments. Networks in places like Arizona, a state known for oppressing immigrants with an undocumented or DACA status (Gonzalez de Bustamante, 2012), may exist only if they are truly not understood to the fullest.

Finally, and especially for practitioners at institutions that restrict access to education for students with an undocumented or DACA status, build relationships with external organizations that also display acts of transformative resistance. While we know this can be useful to faculty and staff (Chen & Rhoads, 2016; Kezar et al, 2011), it may also be necessary for SSPs, as is the case at SCC. With external relationships, SSPs' support for students with an undocumented or DACA can increase because network actors external to the institution do not have to subscribe to the organizational logics that are oppressive at that institution. Additionally, by building relationships and strong ties with transformative organizations creates an opportunity to be "most accountable to the people with whom [you are] in a direct relationship" (Carruthers, 2018, p. 98).

For Activists Outside the Academy

In their study that also looked at transformative resistance among university faculty and staff, Chen and Rhoads (2016) discussed the ways student activism served as a catalyst for staff and faculty to be involved in resistance work at the institution. At SCC, located in a state that greatly differs from what Chen and Rhoads discussed in their piece because of how it blocks access to higher education for students with an undocumented or DACA status, a different catalyst exists. Student resources and the ideas for change from external organizations, in particular C4IY, serve as a catalyst and check-in for SSPs, faculty, and administrators at the college. With this in mind, I first recommend that activists external to higher education institutions create opportunities for Student Affairs professionals, faculty and administrators to be in community and learn from students with an undocumented or DACA status. Holding such spaces can be exhausting since they require training individuals who may not be transformative in their acts of resistance, but over time such spaces can create a network of care that decreases an educator's perceptions of risk and may impact their resistance.

Second, develop strong ties with community college educators built on trusted resources. In my study, C4IY and its members serve as a trusted resource on whom SCC educators rely on for information. C4IY's ability to disperse this information is directly related to the strength of ties between the organization and individual educators. Educators at SCC can receive information from the organization to support students with an undocumented or DACA status, while C4IY can rely on such ties to distribute knowledge that supports acts of transformative resistance and ultimately makes college more accessible to these student populations.

Institutional Implications

Community colleges play an integral role in the lives of students with an undocumented or DACA status. As institutions whose primary goal was to increase college access (Rosenbaum

et al., 2006), community colleges serve the educational needs of marginalized populations that may be blocked from accessing higher education otherwise (Oseguera et al., 2010). This includes students with an undocumented or DACA status. Therefore, higher education institutions, and more specifically community colleges, have a responsibility to create better pathways to their education for these student populations. One consistent theme across the interviews was the individual actors being at-odds and needing to resist the institution that employed them in order to support students with an undocumented or DACA status. From my study, I offer the following challenges to institutional leaders at community colleges and provide a brief description below. While my challenges can be applied to community colleges in general, I am especially challenging leaders at institutions in states that restrict access to higher education for students with an undocumented or DACA status. This set of recommendations requires some creative imagination to consider what it would look like to have an institution that meaningfully supported students with an undocumented or DACA status.

1. Create internal professional development opportunities that center the needs of students with an undocumented or DACA status
2. Build partnerships with organizations, but do not rely on them to solve institutional problems
3. Examine your policies, then change those that you control in order to create access points for students with an undocumented or DACA status
4. Fight back against unjust state or federal policies that harm students with an undocumented or DACA status

To work toward these goals, institutions first need to work with community leaders who are trained on how to support students with an undocumented or DACA status to implement

mandatory professional development opportunities for staff, faculty and administrators. It was a common theme among educators and supported by previous research in my study that training opportunities were helpful, partially because they encourage information sharing and knowledge creation (Chen & Rhoads, 2016; Hernandez et al., 2010; Pérez & Cortés, 2011). Supporting access to higher education for these student populations should not be a choice, so much as a requirement. Supporting students is part of our "oath" as educators working at open-access institutions. Institutions should also support SSPs, faculty, and administrators who wish to connect with networks external to the college which may bring new ideas on how to support these student populations. This includes spaces like the Educators Team in C4IY. Networking with actors external to the college proved helpful for SSPs at SCC and can be beneficial for other educators beyond SCC. This leads to my second recommendation.

Institutions must recognize the power of community organizations serving students with an undocumented or DACA status, especially when they feel limited in how they support these student populations. It is important to build partnerships with external organizations, but do not rely on them to solve the issue of blocking access to higher education for students with an undocumented or DACA status. Community organizations should be seen as partners in creating strategies so that these student populations can access resources. In my study, SCC educators connect with C4IY for information, resources and knowledge. This leads to my final two points which I discuss together.

Institutions must also first examine their own policies that block access to college for students with an undocumented or DACA status, then change the policies they control. Institutions must follow what SSPs in my study showed, by showing their own form of transformative resistance and fighting back against unjust state or federal policies that harm these

student populations. Their resistance can also show up by creating alternative forms of financial aid that are unrestricted by state or federal laws, establishing mental health services on campus, and creating legal services for students and their families, as supported by prior research (Cervantes et al., 2015; Ellis & Chen, 2013; Muñoz, 2013, 2015; Pérez & Cortes, et al., 2010; Suárez-Orozco et al., 2015). Such transformative resistance can create changes that establish new ways for students with an undocumented or DACA status to plan for long-term success beyond the short-term planning horizons the DACA program established (Hsin & Ortega, 2018).

Policy Implications

All of the time, effort, and resources used to develop and maintain these networks of resistance were only offered because they existed within a policy environment that threatened and demonized students with an undocumented and DACA status. When considering the implications my study has on the policies that impact students with an undocumented or DACA status and the educators who work with these student populations, I acknowledge that the mere presence of students with an undocumented or DACA status in higher education institutions is considered controversial (Perez, 2009; Rincón, 2008). I also acknowledge that supporting these student populations whether in networks at or beyond an institution is often considered political (Chen, 2013) and creates challenges for educators in higher education institutions (Chen & Rhoads, 2016). While I do not believe supporting students with an undocumented or DACA status should be seen as controversial or political because education is a human right, I offer the following challenges to policymakers. My challenges are grounded, first and foremost, in a belief that we must re-envision the goals of education so that we strive for freedom, not survival, for all students. As Bettina Love (2019) writes, “The goal must be pursuing freedom at all costs as a

collective group of abolitionist-minded people who welcome struggle" (p. 161). With this in mind, I offer three clear challenges to researchers and policy makers at all levels of government.

First, establish policies that immediately stop prejudice behaviors of educators which dehumanize students with an undocumented or DACA status and are known to uphold xenophobic environments on college campuses (Cervantes et al., 2015; Gonzales & Ruiz, 2014; Pérez Huber & Malagon, 2007; Suárez-Orozco et al., 2015, Teranishi et al., 2015). One way to do so is to identify and change language about immigrants written into policies that places illegality as a condition on immigrants, especially with an undocumented or DACA status. Second, establish policies that support and uplift the efforts of educators like SSPs in my study who support students with an undocumented or DACA status. Third, create and implement policy solutions that humanize the well-being of individuals with an undocumented or DACA status and remove obstacles to their pathways into and through higher education institutions. This includes lowering tuition rates, stopping detentions and deportations of people with an undocumented or DACA status, and ending the criminalization of these populations. Absent on overhaul of the entire political system that would humanize people with an undocumented or DACA status and therefore, build toward creating equitable pathways to education, my policy recommendations serve as immediate next steps.

Implications for Theory

In this section, I discuss the new ideas that emerged from my study regarding the concept of transformational resistance and strength of strong ties in networks. I outline three implications for theory, especially when considering how educators support students with an undocumented or DACA status. I describe a new dimension to consider when understanding the concept of transformational resistance and discuss a different way to understand the strength of strong ties

when using a Social Network Analysis. Before doing so, I begin by discussing how my findings add a different dimension to consider in the Critical Agency Network Model (CANM).

Reconsidering Community in the Critical Agency Network Model

In many ways, my findings supported previous research on CANM. In particular, it highlighted the ways educators who are not in high-level administrator positions use social networks to create change in their institution (Kiyama et al., 2012). Similar to the model, SSPs who developed a network to support students with an undocumented or DACA status were motivated by a struggle for social justice and connected to each other because of similar values and beliefs that these student populations deserve access to education. However, my study differs from CANM in that I find the existence of community organizations to be more salient in educators' networks than originally discussed in CANM (Kiyama et al., 2012). In particular, my findings show how a community organization can be central to SSPs' abilities to support students with an undocumented or DACA status. I identified two ways this emerged in my study.

First, CANM showcased how mid-level managerial professionals served as the catalysts for establishing an educational outreach program. Their comparison is to previous literature that showed how high-level administrators typically serve as the catalysts for such change (Rhoades, 2000). In my study, students within an organization external to the college emerged as the drivers of the network among SSPs at the college. C4IY, an organization external to SCC, appeared to be the creator of student resources and catalyst for change for the SSPs. Second, CANM acknowledged that managerial professionals did not rely on networks with activist organizations in the community, but instead primarily connected with each other because of informal personal networks and connections in their professional work (Kiyama et al., 2012). In

my study, C4IY's role in the SSPs networks was just as, if not, more important than the informal personal networks and professional connections among SSPs and other educators at the college.

These difference between CANM and my findings make me consider that external connections may in fact play a bigger role for educators seeking to create change or fighting for social justice in environments that openly repress communities. The brutality of U.S. and Arizona laws that harm immigrants with an undocumented or DACA status can push SSPs who support these populations to look beyond the institution for actors with whom they can develop networks. In doing so, SSPs made political choices that counter the hegemonic ways the college, state, and federal government would prefer in order to ensure dominance over immigrants with an undocumented or DACA status. I recommend that future studies of social networks among educators at higher education institutions reconsider the importance of the influence of community organizations on educators seeking to create change within oppressive systems. In the next section, I offer a second theoretical implication that further examines how perceived risk should be considered when understanding educators' resistance to these systems.

Perceived Risk: A New Dimension for Understanding Resistance

The concept of resistance provides an understanding of the ways individuals use agency to negotiate and struggle with structures (Solórzano & Delgado Bernal, 2001). Resistance theories most often were applied to understanding oppositional behavior of students in schools. Solórzano & Delgado Bernal (2001) adapted Giroux's (1983a, 1983b) concept of resistance by intersecting two dimensions: 1) motivation for social justice and 2) critique of social oppression. By doing so, the scholars established four quadrants representing four behaviors that Chicana/o students follow when showing resistance in school. Through these quadrants, they developed the concept of transformational resistance, which exists when an individual resists an oppressive

structure with a motivation for social justice and a critique of social oppression (Solórzano & Delgado Bernal, 2001). After applying the transformational resistance concept to my study, the participants in my study demonstrated that there was an additional dimension that can influence how educators who support students with an undocumented or DACA status resist oppressive institutional structures or policies: perceived risk.

When adding in the third dimension, a new set of octants is established within the concept of transformational resistance. Perceived risk is helpful to understand how likely a negative consequence will be and how severe the consequence may be given a particular decision that is made (Slovic, 2000). In my study and perhaps future studies, this third dimension is particularly essential in understanding how individuals perform acts of transformational resistance in environments that present more known risks for such actions. When considering environments with high risk for individuals who decide to resist oppressive structures or policies, I offer a third theoretical implication that connects more to the ties individuals build within to each other within networks to support their resistance.

The Strength of Strong Ties

It is a common belief within Social Network Analysis that there is more strength in weak ties between network actors than in strong ties. Weak ties exist between actors who do not know each other for long periods of time or are more casual acquaintances than close friends (Granovetter, 1973). Weak ties offer individuals new ideas, unique information, opportunities, and mobility (Clarke & antonio, 2012; Granovetter, 1973; Burt, 2004). In contrast, scholars note that strong ties serve as pathways of redundant or repetitive information (Clarke & antonio, 2012). Such ties also slow down the transmission of information (Ritzer, 2005).

My findings present an alternative to this common belief regarding the strength of weak ties. In particular, I offer theoretical implications to address the link between strong ties and acts of resistance in high-risk environments. In environments where there is high risk of consequences for showing acts of resistance, strong ties may in fact be the primary pathways to transmit ideas and information safely. In general, risk must be considered when examining the strength of ties between actors in social networks. Weak ties in environments with high risk, may not advance even new information or resources across networks as quickly as scholars acknowledged in previous research (Ritzer, 2005). Strong ties between actors in these same environments, may provide protection of information so that resources can be distributed and the structure of a network can stay intact in order to still achieve its goals.

Suggestions for Future Research

My study contributed to previous scholars' discussions about risk that educators may have when supporting students with an undocumented or DACA status (Chen, 2014; Chen & Rhoads, 2016). Through my research, I discovered an inverted relationship between an individual's transformative resistance to policies that negatively impact these student populations and perceived risk. In fact, SSPs, the primary participants in my study, showed minimal perceived risks, despite their acts of resistance. The methods I used to conduct my study, in particular my reliance on semi-structured interviews as my primary source of data, only allowed for me to consider individual perceptions of risk. My choice of methods also limited my ability to observe acts of resistance and understand real risks that educators face when supporting students with an undocumented or DACA status. I, therefore, offer the following suggestions for future research.

First, my methodological approach throughout this study serves as a reminder that as researchers, we are not entitled to every story and every analysis for participants. It should be accepted that when participants withhold stories, as some participants in my study chose to do, they are actually revealing a different story. There is, in fact, a sacredness embedded in people's silence and choices not to share every secret.

Second, future research should explore risk more fully as it relates to transformational resistance. In my study, the participants did not assess the specific risks they incurred, but they did offer *perceived risk*. On the outside, the SSPs' actual risk seemed high, based on the institutional, state and federal policies that negatively impact students with an undocumented or DACA status. Yet, there was insufficient empirical evidence to make this claim. Future research should explore the issue of actual risk within this work. This might be an equally powerful (or at least strongly related) concept to transformational resistance.

Third, and similar to the first recommendation, future research should explore trust more fully in particular in relation to risk. Although I discuss trust as a concept that helps determine the strength of a tie between network actors, I do not interrogate how trust is established. It would be helpful to understand the ways trust is built over time between network actors as this could lead to a deeper understanding of a network's strength and potential trajectory. Specifically, researchers need to explore the relationship between engaging in risky social justice-related activities and the trust among the actors involved.

A fourth recommendation for research includes the need to explore identities of network actors in more depth. In my study, I do not explore how social identities intersect with an individual's acts of transformative resistance. Future research would benefit from this

examination, especially to understand how an individual's personal identities impact their ability to be trusted by colleagues and students with an undocumented or DACA status.

Fifth, and related to my prior recommendations, future research would benefit from using ethnographic approaches that would allow for the interrogation and deeper understanding of real risks associated with educators' support of these student populations. By studying shared behavior patterns and activities over a longer period of time (Creswell, 2014) researchers are likely to see how educators truly navigate xenophobic and anti-immigrant institutional, state and federal policies impacting their students. This future research would build upon my study and the previous interview-based work of Chen and Rhoads (2016) and Chen (2014). It would be helpful for future researchers to observe how educators show acts of transformative resistance in institutions and states that block access to higher education for students with an undocumented or DACA status. Observing such acts of resistance are likely to be more difficult in these environments as they offer more risk to participants who are trying to protect the well-being of these student populations, their own well-being, and the networks of actors to which they are connected who are doing the same. The observations would provide rich data that would further contribute to the concept of transformational resistance.

Finally, future research should examine the effectiveness of networks that are developed among educators to build resistance against policies negatively impacting access to higher education for students with an undocumented or DACA status. The simple, yet essential question that future researchers must ask is, "Are the networks working?" While perhaps overly broad, such a question can be addressed by interviewing students with an undocumented or DACA status who are interested in attending higher education institutions. I recommend that researchers seek to analyze the ways in which networks are effectively serving the needs of these student

populations so that strategies can be understood and potentially replicated, especially in xenophobic environments that do not support access to higher education for students with an undocumented or DACA status.

Conclusion

I began my study as an opportunity to explore how SSPs at a community college use networks to support students with an undocumented or DACA status. Since I conducted my research at a college that exists in a state known for its racist-nativist forms of oppression against immigrants with an undocumented or DACA status (Pérez Huber et al., 2008), and especially those who are Black, Brown or Indigenous, I aimed to identify strategies that SSPs use to develop this support. By doing so, I sought to provide recommendations that push us as educators to use social networks in our acts of transformational resistance when opening pathways to education for students with an undocumented or DACA status. I accomplished this goal by identifying the existence and importance of networks being used by SSPs. I also identified community organizations as a key component of such networks among educators, particularly in oppressive contexts. My research uncovered the ways that community organizations external to a college help SSPs create and maintain forms of support to students with an undocumented or DACA status. I remind practitioners and especially institutional leaders, that such organizations are not the substitute college for this type of support. The responsibility to provide higher education opportunities to students with an undocumented or DACA status belongs to the institutions and institutional actors themselves. The networking among SSPs and the work of community organizations in these networks should be considered an important part of the solution to the problem of blocked access to higher education for these

student populations, but not relied on as *the* solution. That is, their work only exists to the extent that institutions of higher education fail in their efforts to support these student populations.

If it is to be argued in literature, policies, and practice that education is a human right, which I strongly believe, then the question about who is human must be considered. Students with an undocumented or DACA status can be seen as human *only* when the condition of illegality is not placed on them. This responsibility of humanization belongs to researchers, practitioners and policy-makers. It is especially the responsibility of those of us who, like me, possess privileges and related social responsibilities associated with being a white, cisgender, U.S. Citizen man. To believe differently and show no acts of transformational resistance ultimately upholds the current system of racist nativism (Perez Huber et al., 2008). To be clear, no system of oppression is complete. Hope still exists. I see it in the courage of students with an undocumented or DACA status who fight for their rights on a daily basis, and the families who migrate by choice or force every day. Their courage should serve as a social conscience for higher education professionals and institutions, as well as the nation. To support students with an undocumented or DACA status requires us to be in community and build social networks that resist and transform systems of oppression into pathways that lead to liberation.

APPENDIX A - INTERVIEW PROTOCOL

SEMI-STRUCTURED INTERVIEW PROTOCOL – SSPs and non-SSPs Educators

Welcoming Comments

Thank you for meeting with me today and providing consent to participate in this study. Before I begin, I want to introduce myself and tell you about this study. My name is Matthew Matera and I am a researcher from the University of Arizona's Educational Policy Studies and Practice Department in the College of Education. I am a doctoral candidate working on this dissertation under the guidance of Dr. Nolan Cabrera.I am conducting a research study entitled Building transformative networks of support: How Student Services Professionals support undocumented students at higher education institutions.

The purpose of the study is to understand more about how higher education institutions support undocumented and DACA students. Our interview today is to help inform my understanding of this support for undocumented and DACA students that comes from individuals and networks of individuals at higher education institutions. You will have an opportunity to answer some interview questions. Please share what you wish during this interview. To respect the privacy of all students and colleagues please refrain from sharing the immigration status of any individuals throughout this interview. Please also refrain from sharing your name during this interview in order to protect your identity. If you would rather not respond to a particular question, simply say "I pass." At any time, you can excuse yourself without any consequences to your standing as a student or professional.

Do you have any questions before we begin?

Opening Question

1. To get some background information and begin our dialogue, let's start with introductions. I will start. Like I mentioned earlier, my name is Matthew Matera and I am a doctoral candidate conducting a dissertation study in the University of Arizona's Educational Policy Studies and Practice Department in the College of Education. I am also a Student Affairs professional and originally from New Jersey.
    - *Participant is asked to introduce herself/himself/themselves following the same format.*

2. In your role at the institution, would you please describe your primary responsibilities?

3. Can you please describe the federal policy context that shapes the experiences of undocumented and DACA students?
    a. Can you please describe the Arizona policy context that shapes the experiences of undocumented and DACA students?

4. What has your institution done to support undocumented and DACA students?
    a. What public statements have administrators at your institution made to show this support?
    b. What formal policies exist at your institution that show this support?

   c. What other informal efforts exist at your institution that show this support?

5. What is your experience working with undocumented and DACA students?
   a. How often do you work with undocumented and DACA students at (institution)?
   b. Please define an experience when you worked with an undocumented or DACA student. (Please do not use a student's name.)

6. What kinds of support do you believe undocumented and DACA students need to be successful at (name of institution)?

7. What are some ways that you support of undocumented and DACA students?
   a. What are the overt ways you support undocumented and DACA students?
   b. What are the covert ways you support undocumented and DACA students?

8. What motivates you to get/stay involved in supporting undocumented and DACA students?
   a. In what ways, if any, is a belief in social justice part of your work to support undocumented and DACA students?

9. Do you believe your individual support is aligned with the ways your institution supports undocumented and DACA students?
   a. In what ways does your individual support of undocumented and DACA students resist what your institution does?
   b. If not, how do you navigate this misalignment?

10. In what ways, if any, do you believe you are at risk for supporting undocumented and DACA students at your institution?
    a. Please tell me more about this risk.

11. Is there a group or network of individuals who support undocumented and DACA students here at your institution? Is there a group or network you work with outside of your institution to support undocumented and DACA students?
    a. [Give a blank piece of paper to the participant] Please take a moment to draw the network you are part of that informs and supports your efforts to work with undocumented and DACA students at (your institution). Please include only first names of individuals in the network and do not disclose the immigration status of any individuals.

    b. Analyze the drawing and ask questions about it.

        i. How do you define this group/network? Who is in it? Do others know about it?

        ii. Who do you work with to support undocumented and DACA students **at** (institution)?
            1. For how long do you know (person's first name)?
            2. In what ways do you know (person's first name)?
            3. Why do you trust (person's first name)?

4. What resources does (person's first name) have, that helps you provide better support to undocumented and DACA students?

iii. Who do you work with to support undocumented and DACA students **outside of** [institution]?
   1. For how long do you know (person/people they name)?
   2. In what ways do you know (person/people they name)?
   3. Why do you trust (person/people they name)?
   4. What resources does (person/people they name) have, that helps you provide better support to undocumented and DACA students?

c. Put the drawing into a folder so it can not be referred to by the participant.

12. Why do you participate in this network? How does this network benefit you and your work to support undocumented and DACA students?

13. While refraining from disclosing the immigration status of any individuals, is there anyone in your network who has DACA or is undocumented?

Are there offices at the College or organizations outside of the College that I should speak with that may also support undocumented and DACA students? If so, which offices?

APPENDIX B - DEMOGRAPHIC SURVEY

Thank you for providing consent to particpate in this research study. Please complete the following survey by marking your most thoughtful and appropriate responses for each question.

Name: _____ Email: _____
Institution: _____

NOTE: This information will be used to contact you for an interview if you are willing to participate. If you do not meet the criteria to participate in an interview, you will be notified and the information you provided will be destroyed.

1. What is your primary role at the institution?
   Staff Faculty Student Administrator Other: ____

2. In what ways do you primarily interact with undocumented or DACA students? Circle ALL that apply.
   Recruitment Orientation Retention Advising Other: _____

3. Job title (if employed at the institution): _____

4. Department(if employed at the institution): _____

5. Age: _____

6. Racial/Ethnic Identity (select all that apply)
   Black Latina/o/x Native American Asian Pacific Islander White
   Not listed: _____

7. Gender you most identify with:
   FemaleMale Transgender Female Transgender Male
   Gender Variant/Non-Conforming Not listed: _____

8. Sexual orientation. Choose all that apply:
   Bisexual Gay Straight (heterosexual) Lesbian Queer
   Choose not to answer Not listed: _____

9. Religious preference: _____

10. Do you identify as undocumented?
    Yes No Choose Not to Answer

11. Do you identify as an individual with DACA?
    Yes No Choose Not to Answer

12. Do you work with undocumented or DACA students?
    Yes No Choose Not to Answer

13. Do you have family members who are undocumented or have DACA?
    Yes No Choose Not to Answer

14. Do you have undocumented friends or friends with DACA?
    Yes No Choose Not to Answer

15. How would you describe your current position at the college?
    Entry-level Mid-level manager Administrator Other: _____

How many undocumented or DACA students do work with throughout a semester? _____

APPENDIX C - PARTICIPANTS' NETWORK DRAWINGS

Figure A1

Anita's Network

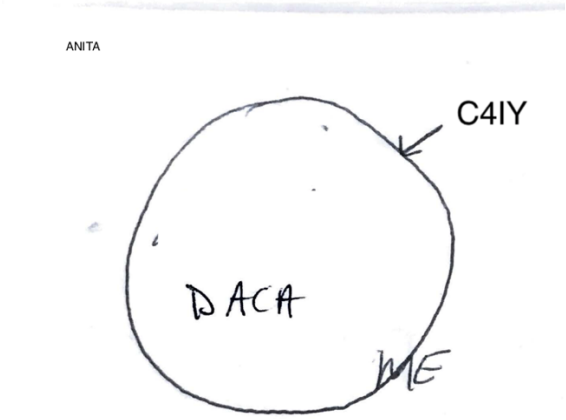


Figure A2

Daniella's Network

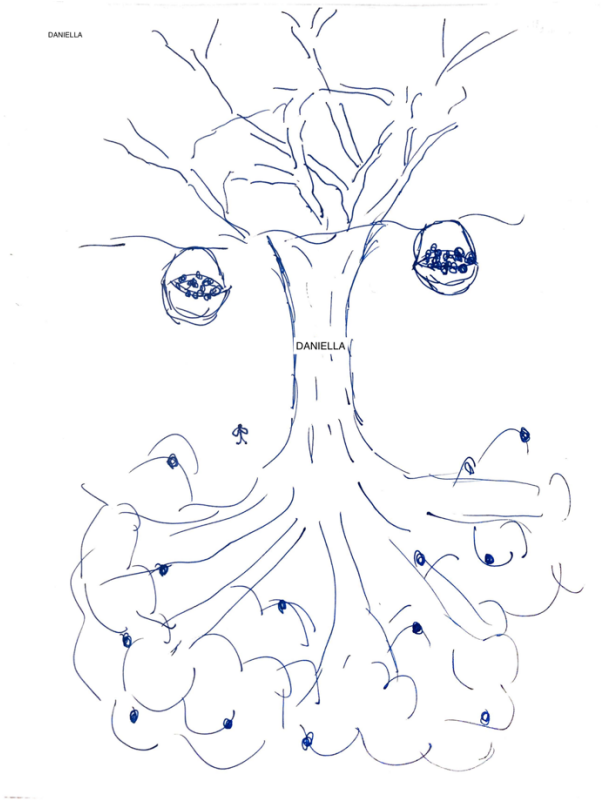


Figure A3

Edward's Network

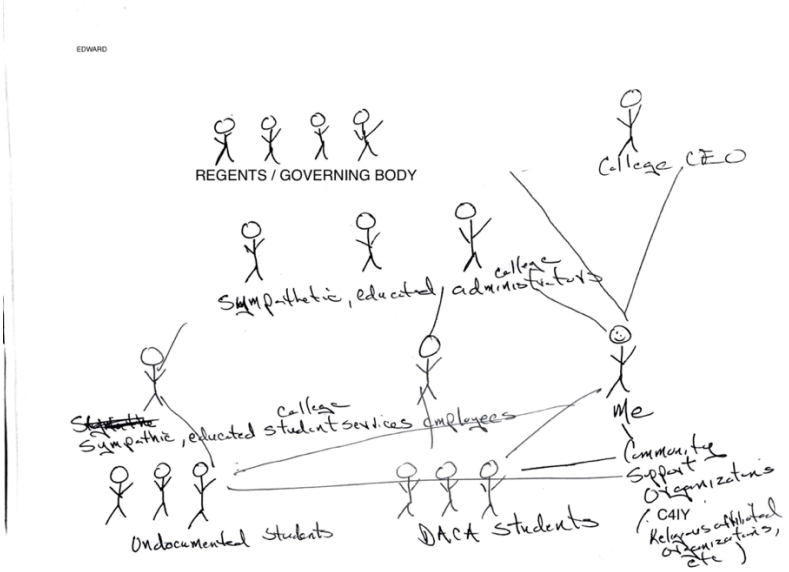


Figure A4

Elisa's Network

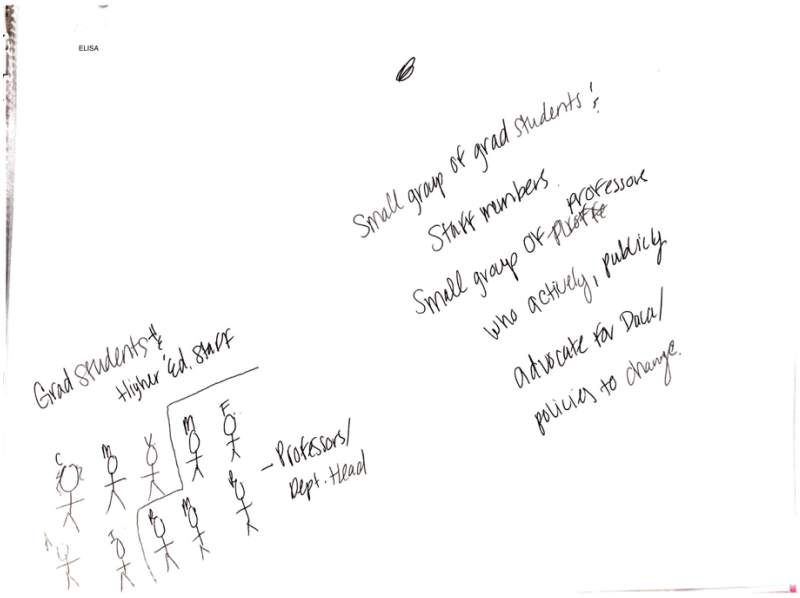


Figure A5

Emma's Network

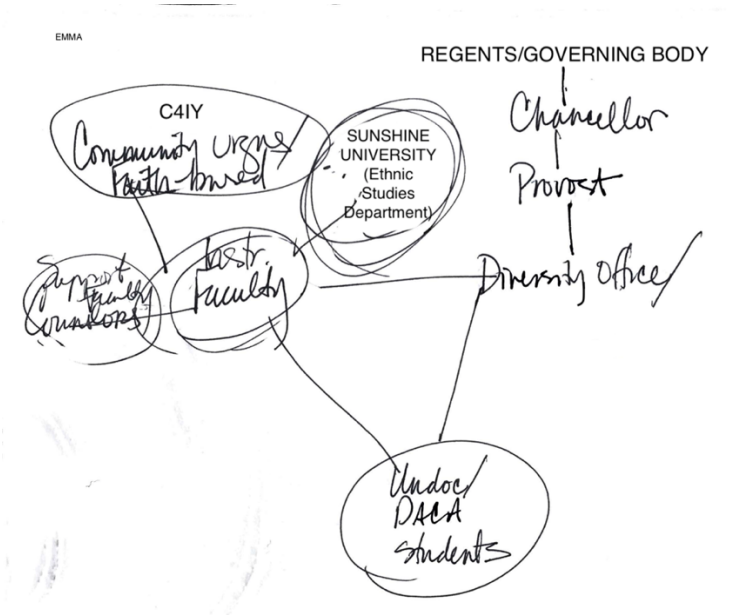


Figure A6

Gabriel's Network

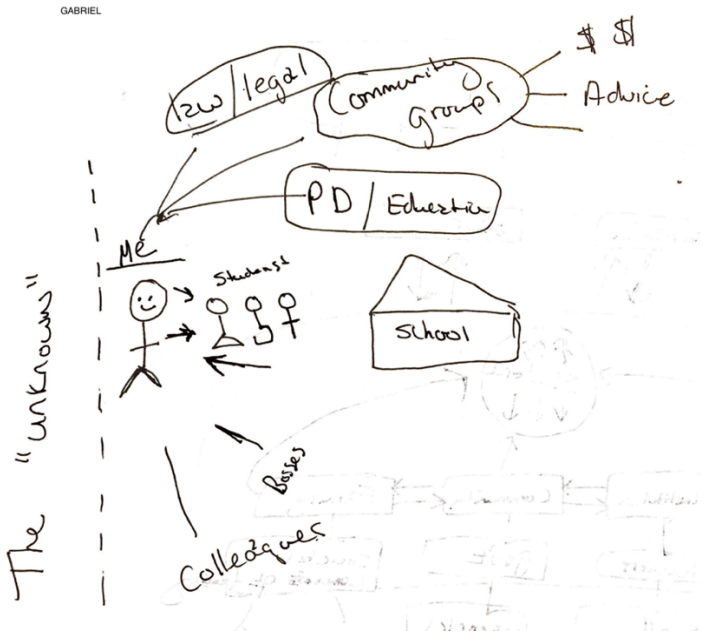


Figure A7

Gloria's Network

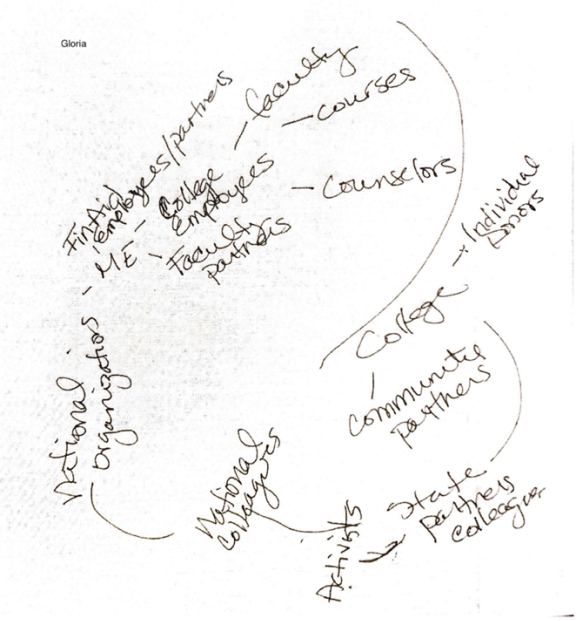
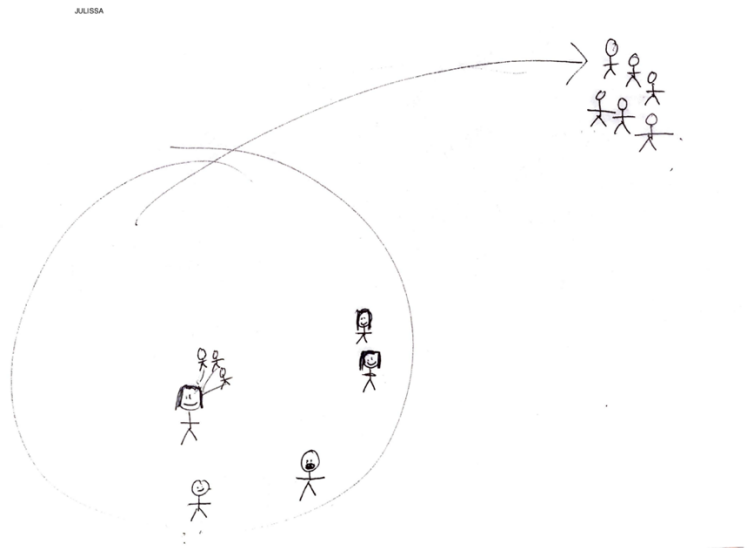


Figure A8

Julissa's Network



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